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EVALUATION REPORT  
PROJECT 8 CHILDREN  
ORLEANS PARISH SCHOOL BOARD

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## ABSTRACT

The present evaluation of Project 8 Children was contracted for and conducted by Ghini and Associates. The objectives guiding the contractor were:

- A. To ascertain the success of the project according to its stated objectives.
- B. To single out those activities which merit continued support as part of the Orleans Parish School System.
- C. To make recommendations regarding improvements that could be used in future projects.

The project's main objective, to demonstrate that quality of education can be provided in an integrated school setting with a wide breadth of children's talents, abilities and handicaps, was partially achieved.

According to achievement data analysis, P8C\*, Allen Elementary School progressed significantly faster than other schools with similar populations; and, specifically, the sixth grade Black students scored almost a grade level higher than the Black students throughout the system.

In general, the performance of the high schools is more clouded as very little comparative achievement data are available. The data available show that both McMain and Fortier students held their own and experienced no significant regression when compared to system-wide scores.

Benefits accrued are both intangible and tangible. The intangible ones are widely supported by the data gathered through private interviews and surveys of the affected population. The tangible benefits to the schools are a matter of public record, among them: nursing and psychological services rendered; equipment and facilities provided; teachers' and para-professionals' training conducted; curriculum planning and clerical assistance obtained. Results regarding increased learning levels are less dramatically demonstrable at this date, due, in general, to relatively insensitive statistical instruments, inadequate testing and the lack of a control group. Results were generally negatively affected by the difficulty of the task and, specifically, by the short duration of the project, the overall resistance to change by school personnel, conflicting priorities, personal allegiances, activities spread too thinly and the expenditure of time, money and effort in services that, while important in the creation of an ideal school situation, contribute little to the total student body's increase in educational achievement.

\* Project 8 Children

P8C, during its three-year life, continually revised and changed its operational objectives and narrowed its scope. This process has been unequivocally healthy and accounts for the project's improvement with time. However, it also prevented the establishment of baseline data for evaluation purposes.

The continuance of the project in its entirety is not recommended. The section of this report entitled "Conclusions" outlines those successful activities that deserve continuance. A list of recommendations which apply to future programs of this nature are also included in the same section. These recommendations are based on the experience obtained by the P8C staff, the principals, teachers, counselors, consultants and contractor's staff. Some of the recommendations may form the basis for new educational projects.

The overall project is rated as moderately successful.

## INTRODUCTION

The management consulting firm of Ghini & Associates contracted to evaluate Project 8 Children\* during the last four months of the 1970-1971 school year. The contractor was particularly knowledgeable about the project because of previous association with it. The development of an evaluation design was produced by the contractor's principal consultants while associated with M.P.S., Inc.

The evaluation design was perfected in terms of the original project objectives and the activities designed for its achievement as quoted in the initial P8C proposal abstract:

The primary objective of P8C is to create a comprehensive model for educating diverse populations of students within a single community.

(Objectives:) The project's objectives will ultimately be accomplished through the development of the comprehensive curricula relevant to the multifarious needs of today's student population; through faculty re-orientation geared toward engendering positive approaches to the potential development of all children; through formation of programs of vocational awareness and preparation directed toward realistic but full career opportunities; through the establishment of new approaches to counseling which will thereby enable students to form and maintain positive self-concepts and make sound and realistic decisions regarding their relationship to society; and through the generation of meaningful relationships between the schools and the communities which they serve.

During the first year of P8C, a moderate amount of ground work was undertaken. The first year's budget is perhaps the best indicator of the activities undertaken. (See Analysis of Funds Allocation.) Not enough hard data are now available to assess the areas of success and failure of those activities beyond the progress report made by the P8C staff and the evaluation report made by the Advisory Council, Title III, ESEA from Baton Rouge.

Very few of the teachers interviewed remembered much about the first year's activities. Many of the teachers involved initially have since left these schools or the school system. The new teachers remember mostly what happened during the last year of P8C even if they were also present during its second year. (The normal period of adjustment attendant to entering

\*Throughout this report, the project's name will be abbreviated to P8C.

a new school system, coupled with the lack of previous experience, does cause a minimization of perceptivity and the taking for granted many of the changes caused by the project.)

A progress report of the second year's activities disclosed what the P8C staff felt was accomplished. The second year's budget was reduced significantly (see Analysis of Funds Allocation), and this naturally limited the variety of activities undertaken. Equipment and service expenditures were mostly affected. During the year, the Title III ESEA team from Baton Rouge made recommendations for the project. They recommended narrowing the objectives, curtailing some marginal activities and concentrating efforts in the most promising areas. This was done.

The budget for the third year of activities was expanded. Objectives for this year were stated in more measurable terms than in prior years. Unfortunately, the data collected were, with few exceptions, statistically non-meaningful, due to the presence of uncontrolled variables, which made the data non-comparative.

The 1970-71 objectives of the project were re-defined as follows:

I. Raise levels of student achievement through individualization of instruction.

A. Develop and implement individualized instruction in

1. Mathematics
2. Social studies

at

- a. Allen Elementary School
- b. McMain Junior High School
- c. Fortier Senior High School

B. Assist with implementation of individualized instruction through language arts component of non-graded classes at Our Lady of Lourdes.

C. Provide curriculum resources for students and teachers through completion and utilization of curriculum resource centers.

D. Provide teachers with diagnostic information necessary for individualized instruction.

1. Counselor training
2. Support services

II. Utilize techniques of individualized instruction in teacher training sessions.

A. Teacher in-service training in individualization of mathematics instruction.

B. Teacher in-service training in individualized social studies instruction.

III. Utilize community resources to support individual instruction activities.

Considering the changing nature of the project, the evaluators concentrated on executing the M.P.S., Inc., design with only slight modifications made necessary by the time lapse and change in objectives of the project.

#### Evaluation Design Objectives

A. Identify how much overall progress was achieved toward reaching the objectives stated in the original and the continued funding proposals.

B. Identify within the schools those successful activities that produced an improved learning environment.

C. Recommend those parts of the project that should be supported by the School Board on a permanent basis beyond the project grant.

The evaluation design used endeavored to assess the changes in level of use of teaching aids, expansion of present services, new services and use of new or improved facilities by students, school teachers and personnel.

The present evaluation design was prepared to evaluate the project throughout the three-year grant period and not just for the 1970-71 project extension. To that extent, the following areas have been previewed and evaluated as per contractual agreement:

#### Tests

Achievement tests administered previously throughout the school system provided the only continuing link of evaluation. Results of achievement tests were evaluated in relation to the other schools in the Orleans Parish Public School System.

#### Opinions

The evaluation design embodied pertinent data to assess the parental, administrative, faculty and student opinions toward the project as of May, 1971.



### Parental Opinions

Parental opinions toward the educational goals of the school system, the project, and what they believed the needs of their children were, and how they viewed the priorities of the goals of P8C, were assessed.

### Support

Parents, teachers and administrative personnel were questioned on the degree of involvement that they personally felt in P8C and the extent to which they felt they had helped to develop it. In this case it had to be determined if these groups sought to support P8C because they felt they had some role in its development, or because they were sold on its objectives at a later date.

### Counseling Services

Indicators used were the percentage of students contacting their counselors and the students' opinions of counselors. Further, teachers, parents and administrators were questioned regarding the degree of support and effectiveness they felt the counseling services had in coping with students' problems, in increasing their vocational awareness and in motivating them to continue their education. Counseling innovations were not assessed according to direct contribution to education, but as perceived by principals, teachers, parents and students.

### Vocational Desires and Curriculum and Counseling Relevancy

A comparison between student desires and curriculum and counseling relevancy presented a valuable picture regarding the project's ability to meet students' presumed needs.

### Meetings

The frequency of meetings, discussion and planning sessions between students, teachers, parents, outside supporting personnel and the community was viewed as significant. These were used as a partial index to the amount of interchange of ideas that took place due to P8C. This approach gave an indication to how often they had met; it did not indicate how productive the communication process was.

### New Equipment

The utilization of new equipment by teachers was one of the major areas of emphasis of the project. For evaluative purposes, concern was limited to the teachers' awareness and understanding of the realistic use of equipment (i.e., projectors, video-corder, etc.) and how effectively it was used in the classroom.

### Added Services

As a part of P8C, additional instruction in music, art, physical education and additional services in nursing, social work, counseling and psychological testing were provided. These services were made available on two levels--as part of the daily school routine and on an experimental basis.

The significance of these additions can be measured partially by how much they were used and whether the parents, teachers, administrators and students viewed them as a vital part of the school operation.

## EVALUATION METHODOLOGY

The evaluation procedures utilized by the contractor's team adhered, whenever possible, to P8C's original evaluation design, prepared by M.P.S., Inc., in December of 1969. P8C was analyzed from the perspectives of the administrators, teachers, counselors, parents and students affected by the project.

A random sampling technique was used to determine student and parental opinions and awareness levels. Questionnaires were administered to students in the ninth, tenth and twelfth grades between April 27 and May 4, 1971. During this same period, parents of children in the fourth, fifth, sixth, seventh, eighth, and eleventh grades of the P8C schools received opinion questionnaires. These parents formed the population from which the sample was drawn.

Due to the short amount of time available for the evaluation (February to May, 1971), neither control school selections nor pre- and post-testing of all relevant groups could be conducted. (Control school selection requires a careful choice of comparable schools far earlier in the program than its last four months of existence.)

A census approach to teacher and administrative support personnel associated with the project was superior to any sampling approach. All persons involved in the project at a professional level were given anonymous questionnaires. Additionally, all administrators and over 15 per cent of the teaching faculty were personally interviewed.

### Sample Representativeness

The two samples, parents and students, are of sufficiently adequate size and distribution to provide an approximate representation of these populations. The general nature of the questionnaires does not lend itself to a sophisticated analysis of opinion change since only one post-testing with no pre-testing or control school data could be collected. Instead, joint frequency distributions cross analyzing the responses by schools were employed.

The percentage representations are subject to an error approximateing 10 per cent.

In considering a chosen response positive or negative, generally the first three choices ("Very Realistic," "Fairly Realistic" and "Enough") have been aggregated as positive. Similarly, the last two choices ("Not Very Realistic," and "Not at All") were summed as negative reactions.

Some portion of the persons surveyed on each question chose not to answer. Hence, most percentage distributions will not total 100 per cent, since a one to two per cent "No Response" was quite common. Only rarely did this factor exceed 2.5 per cent of the responses to any given question.

### Administrative Supporting Structure

P8C assistant superintendents, principals and assistant principals, administrative and staff personnel relevant to the project provided a rough guide to the administrative environment the project operated within and helped to create. Awareness and general opinion questionnaires that insured anonymous responses were used, with all results displayed in a cumulative manner. (See ITEM 1, APPENDIX A.)

In-depth interviews with selected key administrators helped in pinpointing areas of friction and in uncovering problems which existed or arose in the implementation of the project.

The counseling services were considered from two perspectives: the opinions of parents, teachers and students as to their effectiveness; and the extent and use to which the counselors had been placed. The changes in counseling techniques and innovations that were put into effect since the beginning of P8C were also reviewed. The counselors were asked to list any new techniques which they had implemented due to P8C.

All teachers, counselors and administrators at the four schools received questionnaires which were then anonymously mailed directly to Ghini & Associates. The table below presents the number of responses and percents of total responses possible.

Teachers	No. of Respondents	Max Poss. Responses	% Return
Allen Elem.	22	29	76%
Fortier Sr. High	22	74	30%
McMain Jr. High	34	54	63%
Our Lady of Lourdes Elem.	6	13	46%
<u>Total</u>	84	170	49%
Counselors	7	8	87%
Administrators	6	8	75%

### The Teachers

Awareness of the scope and methodology of the program was used as a short-term indicator of the impact of the project. Teacher awareness of program objectives, tools and utilization of the project personnel, equipment, and facilities were ascertained by anonymous census questionnaires. (A copy of the basic survey appears as ITEM II, APPENDIX A.) Data were analyzed in three ways: project schools as a unit; comparison of teachers participating in the program (i.e., those having aides) with non-participant teachers; and on a school basis. Small, confidential group meetings for the purposes of feedback and personal interviews were used as a necessary means of gaining evaluations of teacher opinions toward the project--and for partially validating survey results. Substantive and procedural changes in the curriculum and frequency in equipment usage were noted particularly in both questionnaires and interviews.

### Counselors

Anonymous response questionnaires (ITEM III, APPENDIX A) were distributed to the seven counselors involved, seven of whom responded.

The elementary school counselor, who divided his time between Allen and Lourdes, responded to two different questionnaires. The total responses were analyzed according to the frequency distribution. The responses of the elementary counselor are valued as two individual responses.

### The Students

The results of achievement tests of P8C students were compared to the overall Orleans Parish student population to evaluate objectively identifiable differences. Control schools should have been used for this purpose, but statistically adequate analysis of comparable schools required data not generally available in the school system.

Achievement tests for the last three or four years were analyzed to determine any trend in student achievement established prior to inception of P8C.

Opinions of students in ninth, tenth and twelfth grades toward college, vocational education and the school system were sampled (ITEM IV, APPENDIX A, Sample Student Survey).

The table below presents the final sample size and characteristics:

Student Survey Population

<u>Students (119)</u>	<u>Survey Responses</u>	<u>Survey Population</u>	<u>Percent Samples</u>
9th Grade (McMain)	33	342	9.6%
% White	55%	49%	
% Black	42%	51%	
% Other	3%	N/A	
10th Grade (Fortier)	45	652	6.9%
% White	42%	46%	
% Black	54%	54%	
% Other	4%	N/A	
12th Grade (Fortier)	41	433	9.4%
% White	53%	58%	
% Black	42%	42%	
% Other	5%	N/A	

The Parents

Parent awareness, understanding and support of P8C indicated community impact and involvement toward the achievement of project objectives. The parents of children in fourth, fifth, sixth, seventh, eighth and eleventh grades were mailed an awareness and opinion questionnaire. The questionnaire was racially differentiated, as it was felt such distinctions are important to interpreting fully the questionnaire results. (A draft of the parental survey appears as ITEM V, APPENDIX A.)

The parental data were analyzed from three perspectives: The parents along school lines, racial lines and by a comparison of members of recognized parent-teacher groups with non-members. The summary table below presents the final sample size as compared to the sample population:

Parents	No. of Responses	Survey Population	Percent Sampled
Total	460	1693	27%
White	43%	43%	
Black	51%	57%	
Other	6%		
Allen (4th, 5th, 6th grades)			
Total	143	294	48%
White	48%	42%	
Black	47%	58%	
Other	5%		
Our Lady of Lourdes			
Total	110	175	63%
White	70%	N/A	
Black	19%	N/A	
Other	11%		
McMain (7th, 8th grade)			
Total	106	674	15.8%
White	36%	42%	
Black	63%	58%	
Other	1%		
Fortier (11th grade)			
Total	87	550	15.8%
White	53%	43%	
Black	41%	57%	
Other	6%		

The survey responses from both parents and students contained a slight but definite weighting bias toward white parents and students when viewed on a school basis. In the aggregate, the racial composition of the parent and student groups was very similar. Such bias suggests that views expressed on a racial basis for individual schools are less than representative statements of the depth of "feelings" in the Black community of that school.

The project staff also administered several tests during the last year of the program under their own initiative. The administration, scoring and selection of these tests were not under the supervision of the evaluation consulting team. Three aspects of these tests prevented the validation of these instruments and their use by the evaluation team. Firstly, the validity of the administration and presentation procedures used cannot be accurately ascertained. Secondly, in some instances, the pre- and post-test data did not represent continuous usage of compatible editions of the test instruments. Thirdly, without baseline data for both schools included in P8C and some selected control schools, accurate analysis of progress attributable primarily to the project becomes futile. For the above reasons, those test instruments utilized by the project's staff prior to involvement of the evaluation team have not been considered in the preparation of this report.



## SUMMARY OF ADMINISTRATOR SURVEYS

The administrators felt that the primary objective of the project was to provide a good education to all different types of children in the same community.

Half felt they had participated in the creation of P8C, and half felt they had learned all they could about the project. They rated progress toward better counseling and individualized instruction favorably. Progress in changing attitudes of school personnel and the community at large toward the potential development of all students was rated as low. They were not in agreement regarding the realism of the P8C objectives, nor of the relevancy of the curriculum.

## SUMMARY OF PARENT SURVEYS

The favorable opinion of the parents toward the program was broadly based. Over two-thirds of those responding knew of the project and over one-third had attended at least one (PTA) meeting relevant to the project. Eighty-four per cent favored federally financed projects like P8C.

Parental opinions regarding the quality of education were least favorable among the parents of McMain students. The Fortier parent response ran a close second with respect to the level of parental dissatisfaction.

The parents were pleased with the counseling program, and felt the teachers were part of their community. Taken as a whole, parental responses to the project and the schools were favorable.

## SUMMARY OF TEACHER SURVEYS

As a group, the teachers viewed P8C objectives as realistically attainable, although many felt that a project period longer than three years was needed. Teachers involved directly in the program (i.e., furnished with teacher aides) were satisfied with their overall level of involvement. The project did not succeed, however, in affecting those teachers who lack a direct relationship to it.

The greatest difficulty in the task of communicating programs, methods and objectives rests in the planning process of the program. The project was unable to provide the long-term planning and communication processes necessary to solidify teacher understanding and cooperation. The tenuous nature and timing of the project's funding undoubtedly contributed to the lack of continuity.

The teachers uniformly felt that the teacher-aide program had been of assistance to them. The enthusiasm for the para-professional program was greatest at the elementary school level.

Responses from McMain and Fortier teachers suggest that assistance of a purely clerical nature is more within the realistic scope of the aides' capabilities at those grade levels. Many teachers with aides noted a definite rise in time freed from clerical tasks due to aides.

The elementary schools viewed favorably the project's progress toward most of its objectives. Both participating and non-participating teachers on Allen's faculty were quite positive about the project's success. The Lourdes faculty generally exhibited similar feeling, except in areas of curriculum development and counseling services, where their responses indicated very minimal progress. The program's success at McMain and Fortier was less evident. The faculty at McMain viewed favorably only progress toward greater individual instruction and the teacher-training program.

The Fortier faculty was generally ambivalent in their appraisal of the program. The small number of teachers participating in the project at Fortier may have contributed to this pronounced ambivalency.

Both P8C and non-P8C teachers noticed a definite increase in parental involvement in the last year.

Questions regarding the quality and relevancy of the education program evoked strong and consistently negative responses.

The faculty of all four schools felt the educational program was at least adequate from a college preparatory view, but questionable from a vocational standpoint. A majority of the teachers at both McMain and Fortier felt the vocational education program was inadequate. Additionally, 46 per cent of all P8C teachers and a similar percentage of the entire faculties of both McMain and Fortier felt that the overall curriculum was not adequately relevant to the student needs.

#### SUMMARY OF COUNSELOR SURVEYS

The counselors' knowledge of P8C was not uniformly high. A distinct difference in involvement appeared evident throughout their responses. A particularly insightful guide was the number of meetings directly related to P8C attended by each counselor. Four counselors had attended less than four meetings. Such a split suggests that the success of the program's counseling aspects rested strongly on the relationship established by the project's staff with individual counselors.

Generally, the counselors felt that P8C had made little progress toward its objectives. However, they did feel that the project had made considerable progress in the two areas directly related to counseling. These were the areas of improving teaching methods, training and equipment (i.e., tutorial program and summer workshops), and in implementing new counseling procedures (i.e., team counseling with teachers, social workers, psychologists and counselors). They felt the project had substantially improved the counseling services. The counselors' responses to questions concerning parental involvement and community cooperation indicated a less than satisfactory level of community cooperation from their perspective. The counselors expressed less satisfaction with the vocational education program and the relevancy of the junior and senior high school curriculum than had the faculties of both high schools. Five out of seven felt neither the vocational education program nor the curriculum were adequately relevant.

#### SUMMARY OF STUDENT SURVEYS

Relative satisfaction with the school system pervaded the students' responses. Strong negative views were found only among senior high students in the twelfth grade. The students sampled had received a high level of individual instruction in areas where they had difficulty. This was truer among the Black students than the white. The counseling service was generally viewed as useful and had been used by 85 per cent of the students at least once a year. In this instance, the Black students viewed the counselors more favorably than the white students.

A majority of the students planned to attend college. The expectation of attending college dropped markedly among Black students in the twelfth grade. Fifty percent indicated their reason for not planning to attend college was inadequate performance in high school or lack of encouragement from peers and parents. The high drop-out rate and lack of adequate vocational training are probably interrelated. By twelfth grade, none of the students surveyed planned on vocations in the trade or crafts areas. However, in the tenth grade, 12 per cent of the students from the sample population and the similarly high drop-out rate suggest that some relationship exists.

As a whole, the students viewed the teachers favorably. Only 35 per cent of the students felt the curriculum was not relevant. However, over 53 per cent of the Black students in twelfth grade felt the curriculum was not adequately relevant. Their view was shared in the teacher survey by 40 per cent of the faculty at McMain and Fortier.

## SUMMARY OF INTERVIEWS WITH ADMINISTRATORS

The administrators' responses were generally supportive of the project, much more so than expected after interviews that had taken place during the previous year. Two factors probably influenced this supportive behavior. The project is at an end; therefore, there is less "need" to be critical of it. The other factor is that the project, during its final year, definitely reached a desirable level of effectiveness and thus was worthy of strong support.

Some administrators felt that, with the passing of time, the project became more meaningful and realistic. They had adjusted to it and had become supporters of the program. All were concerned by the fact that the project was narrowed in scope the last year and that several disciplines were dropped.

A number of administrators felt that the project's major functions should have been the improvement of curriculum (content) and of teacher presentation (process). Others felt that a deeper commitment from the faculty should have been encouraged through the use of small faculty group meetings during school hours. The need for greater dialogue between teachers and parents was stressed.

## SUMMARY OF TEACHER INTERVIEWS

Teacher responses were substantially more divided along school lines than were those of the school administrators.

The Fortier and McMain teachers' responses were more similar to each other than were those of the elementary teachers. To facilitate analysis, the Fortier teachers' responses were combined with those from McMain. These interviews were conducted to validate the opinion questionnaires sent to all teachers and to probe additional areas relevant to the program. Approximately 15 per cent of the teachers were interviewed. All possible steps were taken to insure that the sample was representative of the entire teaching staff.

Responses ranged from very enthusiastic to highly critical. At least one teacher was completely unaware of the project or much else about the school or other teachers. Elementary teachers were generally much more involved and enthusiastic about the project. The high school teachers' limited involvement is a reflection of their feelings regarding the adequacy of the project in their schools.

High school teachers were most enthusiastic about teacher aides, new materials, including audio-visual aids, and the clerical help provided in the project.

Elementary teachers were most enthusiastic about the addition of teacher aides and specialists in the areas of art, music and physical education; about the new materials (including visual aids and instruction in how to use and prepare them); and with the guidance and assistance provided by the instructional development coordinator.

From these responses emerges the fact that the needs of teachers are distinctly different depending on the level of the school and the way instruction is carried out.

Another syndrome was based on the length of service or teaching experience. Teachers with the shortest time in service were generally much more interested in the project and what it had to offer. They were the most willing to alter their personal teaching styles and sought guidance and assistance both on educational materials and methods. They were strong advocates of further teacher training along open lines such as the two-week summer seminar conducted in 1970. They would have liked more group planning of general lesson plans and more professional reinforcement and supervision during the year.

The young teachers (under 30), some with a few years of experience and some with more, represented another sub-group. This sub-group was more enthusiastic about teaching with experimentation and learning new techniques that would allow them to "reach" more students, hence increasing their teaching effectiveness. The elementary school teachers were particularly identifiable with this sub-group.

Another sub-group was made up of teachers with "more than six years of experience but less than twelve." This group was relatively rigid in their approach, fairly negative about innovation, skeptical about change, and they very much desired teacher aides. This group was mostly identified with the high schools.

Another easily recognized sub-group was made up of teachers with "more than 12 years of experience." They had some very definite ideas about teaching and showed a great deal of rigidity. They were generally supportive of the objective of the project's "individualized education" and "increased excellence of education" but did not show any great desire to change their ways or lesson plans. They either expressed a strong desire for a teacher aide, or else absolutely refused to have one; they either wanted clerical aid badly, or saw no need for it. Many of these teachers also had definite, and sometimes very personal, reasons why one should or should not be on the project's staff.

Teachers at these four schools are divided into two general types that are found in almost any work situation. Those who "have found a home" without much concern for other matters, and those who derive pleasure from their work and seek to keep current on new teaching approaches. This latter group seems to be the most vocal one, whether in support of change or against it. Further, with long experience in teaching, another interesting projection was noted. Many of those who professed a desire for change and who were enthusiastic for improvement were mostly advocates for other teachers to change. They were quite content with their own methodology.

The project endeavored to obtain behavioral change by helping people realize their own inadequacies and objectively view the performance of others.

Responses were not significantly different according to racial differences. Teachers had similar values regardless of their racial backgrounds.

Another interesting finding was that the disgruntled teachers were far more vocal in "putting the project down" than were the teachers who felt enthusiastic and happy with it in their praise.

Teacher aide quality was generally very high. The high school teachers were most enthusiastic about them, wanting them even if their sole use was for clerical purposes rather than teaching assistance. Elementary school teachers did not feel they needed aides as much as other requirements.

In spite of these teachers' opinions, teacher aides, when questioned, answered that while they preferred working in the high schools, they probably would have been more effective and more needed with elementary level children.

Almost all teachers seemed to desire and even demand more attention and support. Actually, they were asking for guidance but without critical supervision--a role few if any supervisors know how to perform without special training.

A great dependency on administrative leadership and on doing things within the approved guidelines of the principal was noticed. Relatively little risk-taking was observed. With few gratifying exceptions, very little innovation regarding teaching techniques and teaching function was observed.

Parental involvement was thought of as being a desirable objective, but teachers in general complained that the parents whose children needed the most help were the ones least interested in meeting and working with them.



Teachers most in need of help were often reluctant to acknowledge their need for help because they felt only self-depreciation would result, rather than being introduced creatively to new techniques.

The above detailed opinions and groupings were made from the interviews and may be compared to the findings from the questionnaires sent to all teachers.

#### SUMMARY OF INTERVIEWS WITH COUNSELORS

The great majority of the school counselors were highly critical of P8C. As teams, they had strong internal division. Almost all concurred that the clerical assistance they received from the project was the greatest contribution made by P8C. The training they received was considered satisfactory, but not enough.

The counselor for Allen and Lourdes was very enthusiastic about his work and felt that the role he was fulfilling was valuable and it was further enhanced by the consultation meetings he helped arrange. These meetings enhanced the diagnostic and "treatment" skills of the school personnel.

#### SUMMARY OF INTERVIEWS WITH PARA-PROFESSIONALS

A very high level of enthusiasm was communicated to the interviewer from these para-professionals. They enjoyed their work and felt very useful. They felt that they could do more teaching assistance than was now required. They thought that they played a very valuable role in the individualization of instruction.

## ADMINISTRATORS' SURVEY

Anonymous questionnaires were distributed to the principals of P8C schools, their assistants and the district assistant superintendent. Six of the possible nine administrators replied, with at least one respondent from each school.

The administrators felt that the project's primary objective was to provide a good education to all different types of children in the same community. The main secondary objectives were felt to be the provision of equipment, counseling services and training for teachers to deal more successfully with the needs of the students.

The questions concerning level of administrative involvement produced mixed results. The high interest level of the administrators was clear, yet half felt that they had not participated in the actual creation of P8C. Half also indicated they had not learned all they could have about the project.

A series of questions evaluating the degree to which the objectives were attained by the project yielded several definitive conclusions. A complete summary of the questionnaire and responses is presented as Table 1 of Appendix A.

From the administrators' perspective, only minor progress had been made toward engendering a more positive approach on the part of the school personnel and community at large toward the potential development of all the students. They felt that substantial progress had been made toward establishing new approaches to counseling. The administrators also felt some progress had been made in the direction of the project's objectives. All six agreed that definite progress had been made toward promoting student motivation and achievement through individualization of instruction. They were not in agreement as to the realism of the objectives. Four felt that they were more than adequately realistic, while two found them not very realistic. The administrators did generally agree that parental involvement had increased in the last year.

The college preparation provided by the school system was rated above average; however, the administrators agreed that the vocational education program was inadequate. The question regarding relevancy of the curriculum produced responses ranging along a sliding scale in the following manner: very relevant (1), fairly relevant (2), adequately relevant (2), not too relevant (1).



## TEACHERS' SURVEY

Over one-third of the teachers at Fortier, McMain and Allen responded to the survey questionnaire. Fully 46 per cent of the faculty at Lourdes responded. Seventy-six per cent of the respondents had more than two years experience at their present school. A majority had more than three years experience. The respondents contained an unusually high percentage of graduate degree recipients, with over 37 per cent holding a Master's degree or higher.

The teachers were divided over their level of knowledge about P8C. Also, half were satisfied and the other half equally dissatisfied with their degree of involvement. Slightly over one-fourth (28 per cent) had participated directly in the project. In direct relation to the level of dissatisfaction, only one-half of those responding recalled being invited to meetings for the specific purpose of discussing plans for P8C. Teachers were considered P8C when they had a teacher aide provided to them with project funds.

Almost half of the teachers considered promoting student motivation and achievement through individual instruction as the project's primary objective. An additional 24 per cent considered comprehensive curriculum planning of equal importance. Fully two-thirds felt the objectives were reasonably realistic.

Forty-four percent of the respondents felt their responsibilities had not changed during the program. Over one-fourth felt that changes had not occurred because the administration did not want to listen to teachers' suggestions on matters of policy. Another 20 per cent felt communications had improved during the project. Approximately one-third felt they had gained more free time since the inception of the program. Over half the teachers are currently spending the available free time, that is, non-direct instructional time, doing paper work rather than working directly on improving the quality of their instruction.

The degree of success recognized by the teachers varies by school and their personal involvement in the project. A majority of all teachers surveyed felt that some progress had been made toward improving the approach of school personnel and the community toward the development of all the students. The P8C teachers were even more positive, with almost 70 per cent indicating at least "some" progress toward this objective. These results are better understood when the individual schools are considered. Ninety percent of Allen's faculty felt considerable progress had been made in attaining this objective, while at the other extreme, the McMain faculty responded with a full 71 per cent feeling little or no progress had been made. A rough display of survey responses by school appears in Appendix A.

The responses of "great," "substantial," and "some" are aggregated as positive responses, while the responses of "little" or "none" were viewed as negative.

The second stated objective--curriculum development--produced less positive reactions. A majority of the P8C teachers (54 per cent) felt little or no progress had been made in attaining this objective. Unexpectedly, fewer of the non-project teachers felt this lack of progress. Slightly more than half felt the project had made a positive contribution.

The elementary teachers, on a school basis, viewed the project very favorably. The faculty of Fortier was divided in their opinions, with a slight majority feeling that some progress had been made. The faculty at McMain felt that the project had made little or no progress in meeting this second objective.

The third stated objective--promoting student motivation and achievement through individualized instruction--was considered generally as the project's most important objective by teachers at all four schools. Two-thirds of the P8C teachers felt progress had been made toward attaining this objective. One fourth of these P8C teachers felt substantial or great progress had been made in pursuit of this objective. The opinions of all the teachers (P8C and non-P8C) show less positive results. Fifty-six percent responded that some progress had been made, including 22 per cent who felt substantial progress had been attained. Only Fortier's faculty did not rate positively achievements toward this objective. (The difficulties in individualizing instruction in the high school setting solely through the use of teacher aides may be a contributing reason for this lower rating.)

Unlike the prior two objectives, over 60 per cent of McMain's faculty respondents felt "some" definite progress had taken place.

The teachers of all schools were also slightly positive toward the fourth project objective--faculty training, new teaching techniques and new materials. Approximately 62 per cent of the P8C teachers viewed this objective favorably, but only 52 per cent of the non-P8C teachers responded as favorable. These results suggest little "spill-over" or additional impact from the project upon non-participant teachers in a materials utilization or technique sense.

The fifth stated objective involved the development of new counseling techniques and approaches. This objective evoked mild positive response from all teachers. On a school basis, only Lourdes felt little or no progress had been made toward this objective. Lourdes and Allen shared one counselor.

The bulk of the teachers felt quite close to the community in which they teach. They felt, however, that community cooperation was only "adequate." Both P8C and non-P8C teachers noted a significant increase in parental involvement during the project's final year. Over 40 per cent of both groups rated the increase as "substantial" or "great." Statistically, about 52 per cent of the teachers at both Lourdes and McMain felt parental involvement was largely unchanged. Fifty-one percent of the teachers at Fortier and 65 per cent of the Allen faculty felt parental involvement had increased in the past year. There was no lessening in parental involvement at any of the four schools in the teachers' view.

The last portion of the survey identified some interesting teacher opinions. From each perspective, the teachers felt the college preparation program was good. However, a majority of the P8C teachers and the faculty of both McMain and Fortier felt that the vocational education program was inadequate. Only when the strongly positive views of the Allen and Lourdes faculties are added does the overall teacher response on this point become positive.

Fully 46 per cent of the P8C teachers do not consider the curriculum adequately relevant to the student needs. This percentage agreed with the views of the McMain and Fortier faculty where 39 per cent and 43 per cent, respectively, indicated similar views. Particular departments of these teachers could not be identified to detect if any particular portions of the curriculum were considered weak.

Most teachers had received some instruction in the use of audio-visual equipment and training in educational programs to further utilize the equipment available. They noted receiving training in overhead projectors, movie and slide projectors, videotape machines and the making of transparencies. The bulk of this training was conducted at the elementary schools. Equipment usage at McMain and Fortier was below desirable levels due both to lack of training and administrative regulations.

The teachers commented on several aspects of the program with which they were displeased. Five basic comments recurred throughout the survey:

1. Many teachers did not feel that they were involved in the program.
2. Planning for the program was not communicated to the teachers in advance of implementation of the plans.

3. Too idealistic.
4. The para-professional program and tutorial program had been good, but not large enough. All the teachers desired aides even if only to relieve them of yard and cafeteria duty in the elementary schools.
5. A recurring comment, although not a portion of P8C, related to the vocational program. The high school teachers felt this area needed immediate aid.

The five comment areas above challenge an essential difficulty in the program--translating the objectives of the project into a workable plan and then gaining acceptance for these plans among the faculty and administrative staff. This essential task of communicating and producing "change" in attitudes and methods posed the greatest challenge for P8C. Without pre- and post-data on attitudes, the objective measurement of these crucial changes is, unfortunately, impossible.

#### Objectives

- I. Engendering a more positive approach on the part of school and community personnel toward the development of all students.
- II. Comprehensive curriculum development relevant to student needs.
- III. Promotion of student motivation and achievement through individualized instruction.
- IV. Providing more effective instruction through faculty training and reorientation, and new teaching techniques and instruction.
- V. Establishing new approaches to counseling to aid students in forming positive self-concepts and realistic life goals.

# TEACHER PROGRESS RATING TOWARD ACHIEVEMENT OF STATED P8C GOALS

	Allen		Lourdes		McMain		Fortier	
	+*	-*	+	-	+	-	+	-
Objective I	90%	10%	67%	33%	29%	71%	48%	48%
Objective II	80	20	50	50	26	74	51	46
Objective III	75	25	66	33	61	39	43	54
Objective IV	70	25	50	50	52	48	54	43
Objective V	70	30	33	67	48	48	46	51

\*Positive ratings are the sum of respondent percentages choosing the words "great," "substantial" or "same" to describe the degree of objective attainment. Negative ratings are the percentile sum of those choosing the words "little" or "none."

Note: Positive and Negative responses do not always sum to 100 per cent due to a small percentage of questionnaires with no response to some questions.

## COUNSELORS' SURVEY

Seven\* counselors responded, with at least one respondent from each of the four schools. The majority of counselors had been in their present school for a minimum of two years. All held Master's degrees or higher.

Their involvement and awareness levels were not as uniformly high as would have been desirable. One-third were unsatisfied with their role in creating or planning the project and were also unsatisfied with their involvement in its execution. Four had attended less than four meetings germane to planning for P8C, while the other three had attended more than ten such meetings.

The project's primary objective was viewed as the offering of a comprehensive curriculum capable of providing a good education to all different types of children. Teacher training and the changing of attitudes of school personnel and the community at large toward the potential development of all students were viewed as the secondary objectives.

The project, according to the counselors, changed their role very slightly.

The counselors were not very enthusiastic in their rating of the degree of progress P8C had made toward each of its five objectives. A strong majority felt that the objectives were realistic. This same majority felt that little or no progress had been made in attaining the first three project objectives--improved attitudes toward developing all types of students, comprehensive curriculum development, and promotion of student motivation through individual instruction. The majority (4) felt at least "some" progress had been made toward more faculty training and the provision of new teaching techniques and materials. The fifth stated objective, which involved improving the counseling service, received very high ratings indicative of substantial progress. The counselors received clerical assistance, a training program in new team techniques and participated in team meetings of counselors, social workers, psychologist and teachers to discuss solutions to problems affecting particular children.

A majority (4) felt that the members of their school community do not usually cooperate or work together well. In addition, they felt that in the last year parental involvement had, at best, only remained the same. The

\*One counselor divided his time between two schools. He filled out two questionnaires.

counselors are decidedly split in their opinions about the local community as a home. Four felt that this was their home, and three felt they were not at all close to the community.

The overall college preparation received by the students was viewed as average. A distinct majority (5) felt the vocational program was inadequate. In addition, this same majority felt that the current curriculum was not relevant to student needs.

## STUDENTS' SURVEY

When viewed as a whole, the student survey revealed relative satisfaction with the school system, but some dissatisfaction with several specific aspects. Eighty per cent felt they would attend school even if it were not compulsory. When asked to describe the teachers, a third chose the word "friendly," while 20 per cent felt the teachers were not interested in them.

The counselors had actually spoken to 85 per cent of the junior and senior high students sampled. Over two-thirds of these students felt that the counselors were useful and helpful.

Sixty-five per cent of the students thought their courses were generally relevant. However, the students had not generally detected any changes in materials, instructional techniques or courses over the last two years. A summary table of all student responses and the survey questionnaire are included in Appendix A.

Analysis of the responses by race and by grade level produced far more insightful information.

In ninth grade more white students than Black felt they were not doing well (29 per cent to 44 per cent), while in tenth grade roughly half of both groups felt they were having trouble.

This percentage had declined drastically by the twelfth grade (26 per cent Black to 13 per cent white). However, a considerable portion of the students having difficulty had dropped out of school by that time.

Black students consistently rated the counseling service more favorably than the white students. The chart below highlights their changing views.

"Have you found the counseling service to be":

	9th		10th		12th	
	Black	White	Black	White	Black	White
Helpful or constructive	79%	44%	86%	59%	79%	54%
Uninterested	7%	0%	5%	6%	5%	0%
Confusing or useless	14%	56%	5%	35%	16%	46%



The dissatisfaction of the white students is consistent and suggests that they may have less need for the counselors.

On questions dealing with individual instruction, the Black students felt that they had received "some." "How much individualized instruction have you received in classes that have given you trouble?"

	9th		10th		12th	
	Black	White	Black	White	Black	White
Lot, some	33%	28%	41%	41%	32%	21%
Little	43%	28%	36%	68%	53%	25%
None	14%	39%	18%	41%	16%	54%

These results suggest the educational system is attempting to develop the individual abilities of all students. The low percentage of individual instruction felt to be available to the white students in the twelfth grade suggests some possible over compensation.

Although today it is generally expected that students will challenge the relevancy of their curriculum, this survey yielded somewhat different results. Through tenth grade, over 60 per cent of the students felt that their courses were at least fairly relevant.

In the twelfth grade 63 per cent of the Black students felt the curriculum was not really relevant. Conversely, 63 per cent of the white students felt the curriculum was fairly relevant. The changing vocational expectations of the Black students in the last two years of high school may explain a portion of this shift. Throughout the three samples of students, a majority of both races planned to attend college. The college aspirations of all students changed continuously throughout high school. The chart below shows this shift in expectations.

	STUDENTS PLANNING TO ATTEND COLLEGE		
	9th	10th	12th
Blacks	93%	68%	79%
Whites	56%	47%	88%

The Black student obviously values the need for further education. The drop in expectation during the twelfth grade could be caused by what he feels school should train him for, further education or immediate employment and/or the adjusting of his educational aspirations to immediate economic realities.

The fields of study chosen by the students have been included in this report, since they may provide further insight of student needs. Careful attention should be given to the shift in vocational desires. The craft careers desired by a third of the ninth graders are no longer significantly desired by any of the students remaining by twelfth grade.

This pronounced change in vocational aspirations from tenth to twelfth grade may be more a function of the drop-out phenomenon than any real change in vocational aspirations by the students.

#### PLANNED COLLEGE MAJORS

GRADE	9th	10th	12th
	29% undecided	25% undecided	13% undecided
	17% Sciences	25% Bus.	18% Bus. Admn.
	21% Education	21% Education	18% Education
	25% Med. & Eng.	29% Med. & Eng.	36% Med. & Eng.
			18% Liberal Arts

#### PLANNED VOCATIONAL AREAS

GRADE	9th	10th	12th
	22% undecided	35% undecided	17% undecided
	33% Clerical	29% Clerical	67% Clerical
	22% Mechanical	12% Mechanical	17% Government service, police, fire
	11% Electrical		

Note: No twelfth graders by graduation time were still planning on electrical or mechanical occupations in the group sampled.

Questions seeking descriptions of teachers generally produced favorable responses in the ninth and tenth grades. In the twelfth grade, a large minority of both Black (39 per cent) and white (29 per cent) students considered the teachers uninterested. An additional 21 per cent of the Black students felt the teachers were too strict academically. Concurrently, 38 per cent of the white students felt that the teachers were friendly. In all three grades sampled, the students planning to attend college felt they had been well prepared. The vocational students' responses approached a normal distribution on all three grades. This suggests general ambivalence toward the suitability of the vocational program.

## PARENTS' SURVEY

The parents' sample was from parents of students in the 11th grade at the senior high school, 7th and 8th grades at the junior high school and 4th, 5th, 6th, 7th, 8th grades at the public and private elementaries. The data previously presented on sampling techniques and representativeness suggest that the opinions revealed by the questionnaires should be subject to no more than a 10 per cent estimation error.

Table IV in Appendix A contains the parental questionnaire and the cumulative percentage distribution of responses.

Almost two-thirds of the respondents were parent club members and over half felt their involvement in their children's school had increased in the last year. The project successfully communicated its existence to the parents.

Two-thirds knew of the project, 55 per cent knew of meetings to which parents were invited, and over one-third had attended at least one such meeting.

The parents were very positive toward the improving quality of their children's education. Fully 61 per cent felt that the quality of education had increased in the last year. The most outstanding response came from the question seeking parental opinions toward the federal funding of future projects like P8C.

When viewed on a school basis, the project has been least successful in gaining parental involvement at the senior high school. Only 15 per cent of the parents sampled had attended P8C meetings, while involvement exceeded 30 per cent at the other three participating schools.

Black and white parents had approximately equal knowledge of P8C's existence and of scheduled meetings. One-third of each group attended at least one P8C meeting.

Some alienation between teachers and parents may be present in the parents' feeling that the teachers are not part of the community at both high schools. Both elementary schools registered strong identification (over 70 per cent) between the teachers and the local school community.

On both questions regarding the quality of education, only at the junior high school did any significant degree of dissatisfaction appear evident. Over a fourth of the parents felt that their children were not receiving a good education,

nor was the quality of education improving. This somewhat negative reaction again appeared when one-fourth indicated they did not desire more federal projects like P8C at the junior high school level.

Analyzing the responses along racial lines, the Black and white parental groups were not in full agreement on the quality of education. Seventy-eight per cent of the white parents felt the quality of education had improved in the last year. Approximately 20 per cent of the Black parents felt it had worsened (only 2 per cent of the white parents answered similarly). The same distribution was present in rating the quality of education. Over 21 per cent of the Black parents considered their schools poor or very poor. However, only 3 per cent of the white parents expressed similar feeling. Seventy-five percent of white parents and 57 per cent of the Black parents felt the quality of education was good or very good. These findings, coupled with the distribution noted when the quality of education was analyzed by school, suggest that a major portion of the unhappy parents at the high school are Black.

Parental response to counseling services was generally positive, and this feeling was evenly shared among Black and white parents.

## INTERVIEWS

Personal interviews were conducted as a means of validating the responses to the questionnaires and to gain a more in-depth perception of the opinions and feelings toward the project. The administrators, counselors and a small sample of teachers from each school involved with the project were interviewed. These interviews took place in as private and confidential a setting as was possible. Environmental factors that could affect significantly the responses, such as location and timing, were accounted for in the structure of the interview format. In order to obtain frank and honest responses, the utmost discretion and anonymity was guaranteed. To honor that commitment, only group responses and excerpts are presented.

The interview questions are presented in Appendix B.

### PRINCIPAL AND ASSISTANT PRINCIPAL INTERVIEWS

Every principal and one assistant principal was interviewed. The questions posed to them were the same as those asked the teachers with the exception of the ninth question. For the teachers this question read, "Do you feel you had adequate cooperation from the school principal to implement some of the changes proposed by P8C?" The question was reworded for the principals, substituting the words "school board" for "school principal."

All the administrative staff (principals and assistant principals) were assured anonymity in order to elicit as honest a response as possible. Every effort is made to honor this commitment while commenting on these responses.

The principals, in general, were quite positive toward the project. Their opinions ranged from satisfied to very enthusiastic. The most commonly expressed displeasure was the lack of communication with the project's central office and with the teachers.

Changes that were suggested:

- Have more school personnel involvement.
- Expand to other areas, especially reading and English.
- Have more work on curricula and improvement of teacher presentation.
- Have deeper faculty commitment.
- Have special small teacher group meetings during school time.
- Have more teacher meetings with parents.
- Have better understanding of what the school was entitled to in terms of personnel, materials and financial support.

Best results were verbalized as follows:

- Teacher aides used.
- Visual aids, teaching techniques, equipment utilized.
- Academic quality recovered in most areas.
- Very fine effect on children.
- More exciting adventure provided for children.
- Some teachers, motivated by the project, performed better.
- Social workers, counselors, new music and art programs utilized.
- Parents became very involved.

Worst results of the Project were:

- Not enough feedback from project personnel.
- Not enough interim evaluation to see if the program was achieving its objectives.
- Lack of coordination in the program between schools and P8C.
- Not enough principal co-planning.
- Certain individuals may not have given the project a fair chance to be tried.
- Initially, the recreation program was inadequate, but the second year was much better (the second year of the recreation program coincides with the last year of P8C).

The administrators expressed hope that the following would be continued:

- Utilization of teacher aides, secretaries to counselors, nurses, an instructional development coordinator, library and librarian, physical education instructor, social worker, music and art specialists, broadening of the whole program while having more teacher participation.

All respondents agreed that their respective schools had increased the use of visual aids, including video tape.

Varying degrees of assistance and training had been provided by the media resource specialist for each school.

Greatest gains in audio-visual usage were noted at the elementary school level.

It was unanimously agreed that School Board cooperation had been satisfactory. All felt that their personal participation in the formulation of project objectives was satisfactory.

The major reasons for not achieving some of the project objectives were noted as:

- Racial and achievement heterogeneity of the school population.
- Lack of control groups with whom to measure progress and effectiveness.
- Not easily identifiable objectives.
- Program was not readily understood or communicated.

The inherent problems of the project were identified as:

- Not enough understanding between school administrators and supervisory groups.
- Under utilization of the people involved.
- Morale problems due to a high level of insecurity, e.g., "Am I going to be included in the program? Am I going to be invited for more training?"
- Lack of exact statements and decisions regarding what the project staff were allowed to do and not allowed to do.
- Lack of specific definition of what is "curriculum change."
- No provision for continuation of those project facets that had merit.
- Evaluation should have been set up at the beginning of the project as a benchmark for measuring progress and change.
- Elementary and high schools do not require the same techniques.

The administrators did not feel the project had changed the curriculum. However, they felt it had created a climate that encouraged change in the future.

The project brought more teacher and parental approval, more use of outside resources and an atmosphere more conducive to experimentation. They also felt teachers had become more interested in improving their course organization.

The administrators also suggested the following avenues and ingredients for future programs:

- More pre-planning; more specific performance stages.
- Definite period of time specified for achievement of objectives.
- Objective oriented; more people involved.
- School principals should have own budget and supervise own project.
- Project administration should be set up in the schools.
- More work on subject area course offerings.
- More work directly with the teachers; greater investigation of student needs; revise content and adjust methods.
- More experimentation.
- Develop evaluative design with control group.
- Pre- and post-testing results should be made available to teachers and interpreted for them when necessary.



## TEACHER INTERVIEWS

Approximately 15 per cent of the teachers from each school (with the exception of Lourdes) were interviewed. Within the social studies and mathematics faculties, the teachers were chosen in as representative a manner as possible--young and old, beginners and veterans, with and without teacher aides and Black and white. Teachers on other faculties not directly associated with the project were also interviewed. Most of these teachers were a part of the project during its first two years. The questions asked were the same (although some additional clarification was needed to elicit more concise responses). A total of 23 teachers out of a possible 157 were interviewed. The range of their teaching experience was from 1 to 28 years. As there was a great range in the variety of their responses, first will be discussed those areas in which the most agreement was evidenced.

All but one of them had a fairly well conceived idea of the objectives of P8C. As is to be expected, some emphasized individualized education, while others stressed excellence of education as the means to meet the varied needs of the children. These differences were based on semantics rather than on ignorance of the aims of the program. Only one teacher responded that he did not know the project had any goals. (The same person felt that the greatest value of the project was the teacher aides, and that, for some unknown reason, he did not receive one. The remarks of the teacher were extremely sarcastic, and the interviewer highly doubted his objectivity.) Some of the teachers who were not assigned an aide resented it.

All but one of the teachers felt that there had been an increased use of visual aids during the project. All the teachers praised the teacher aides; even those who did not have an aide felt they were a real asset, and, with rare exceptions, wanted one.

All teachers who attended the Summer Seminar of 1970 were extremely pleased with it. Many who had not attended expressed a desire to attend a similar seminar. The six-week seminar that was conducted at Tulane during the first year of the project was not as well liked as the shorter (two-week) seminar in the summer of 1970, conducted at Allen School.

All teachers from Fortier complained of the apathy of the faculty toward the project and its objectives. Several teachers from other schools spoke of their limited involvement (but more as a personal failure than anything else). In spite of some personal "ax-grinding" and individual peeves, the great majority of the teachers were sorry that the project was being phased out. Many said that they felt that during the last year the project was progressing well and that it should be continued and even expanded so that its services could reach other faculties.



To facilitate and clarify this report, the teacher responses will usually be grouped as follows: high school teachers (McMain and Fortier) and elementary school teachers (Allen). Repetitions and identical responses have been condensed.

The following are the responses given to Question No. 4: ... "What would you change if it were possible to initiate the project again?"

#### High School Teachers

- More instruction in methods of individualized teaching.
- No changes, but would like to have a teacher aide for one day a week.
- Concentrate on ways to help students, e.g., through use of teacher aides.
- More consultation by P8C staff with the teachers; they should have more control over the direction of the project.
- More follow-up and supervision from project staff and school administration, smaller classes, more instruction in individualized learning, consumable exercise books.
- More materials for individualized classes. Keep the visual aids, mimeo and other machines in better repair.
- Purchase more teaching materials.
- Everything more deliberately planned with teachers involved; much more advertising regarding the project and its objectives; continuing evaluation with constant feedback; more coordination and guidance; planning for objectives not only at project level but also at departmental levels.
- More thoroughly developed and stated objectives.
- More positive teacher attitudes toward the project. The project did not educate the educators. Explanations regarding the project were given but not comprehended.
- Some persons who expected to be appointed administrators were not, resulting in their lack of support.
- Decrease faculty confusion; make the project objectives crystal clear.
- Should include science; have more publicity.
- The 1968 seminar needed better organization, although the field trips were very good. An attempt should be made to change attitudes even more...try to meet the needs of the participants more.
- Provide teachers with increased assistance to improve their efficiency.

Some of the statements were repetitious; some teachers did not have any suggestions; and others restated the project's objectives.

### Elementary School Teachers

- Include more areas, not just social studies and mathematics.
- Have an expense account for every teacher for purchase of teaching materials.
- Smaller classes.
- Greater flexibility in teaching subject matter.
- No change (restated project objectives).

Question No. 5: "What were the best and worst achievements of the project?"

### High School Teachers

- Best: Acknowledgement that there are different classes of children.
- Worst: The project has not had enough time or money.
- Best: The faculty was involved in its successes; the assistance of the first instructional development coordinator.
- Worst: Faculty differences; not enough faculty involvement.
- Best: The media resource specialist who assisted in media and visual aids; the materials offered for the teachers and the staff personnel; these increased teacher awareness of the importance of reaching all areas of student ability.
- Worst: Poor image of program; it was Black oriented; insufficient follow-up and feed-back; insufficient testing and counseling (for teachers and students).
- Best: Teacher aides, encouragement of innovation, improvements in the atmosphere of the school.
- Worst: Did not receive all the books ordered.
- Best: Modernization of equipment.
- Worst: Lack of cooperation of some teachers.
- Best: Media Resource Specialist and Counseling Consultant.
- Worst: Image, much money was being spent and not much was being accomplished.
- Best: Materials and personnel.
- Worst: Promise of guidance in methodology.
- Best: Bringing out some ability in students.
- Worst: Teacher's inability to be as creative as he would have liked to have been.

- Best: Teacher aides, clerical assistance.
- Worst: Vocational program.
- Best: Teacher aides, audio visual equipment.
- Worst: Not much evidence of activities and accomplishments the first year.
- Best: Availability of visual aids.
- Worst: Failure to offer decent remedial education.
- Best: Meetings with instructional development coordinator and the department chairman to discuss problems; personal assistance with teaching problems; teacher aides.
- Worst: Not enough information; late arrival of material; failure of materials to arrive.
- Best: The clerical assistant at McMain was the best thing that happened to many teachers. The project may have given parents the courage to keep their children in this school.
- Worst: Teachers seem to continue doing what they always have done; not enough change.
- Best: Excellent objectives, equipment and facilities.
- Worst: Equipment out of repair.

#### Elementary School Teachers

- Best: Students with a very low I.Q. improved significantly.
- Worst: Teachers who were not in the project did not cooperate.
- Best: Instructional development coordinator, equipment.
- Worst: Nothing.
- Best: Books, films and equipment, especially in art, physical education and music. Extra time gained thanks to teachers in these specialties.
- Worst: Do not know.
- Best: The development of independence in children, thanks to additional materials.
- Worst: Lack of understanding of the project's objectives in the beginning.
- Best: Gradual awakening of most people to the changes in education (mention of curriculum, staff and parents). Wealth of materials and ideas.
- Worst: Slow start; late or non-arrival of ordered equipment; shortage of cameras.
- Best: Extra people who gave extra time (specialists in art, physical education, music and librarian).
- Worst: The educational settings.

When teachers were asked Question No. 6: "What portions of P8C would you like continued in your school?" responses varied and ranged from very general to very specific.

#### High School Teachers

- The total project, if it could be funded; workshops; more faculty participation.
- Nurses' services and teacher aides are very important; attitudes of those involved should be improved.
- Teacher aides and more equipment.
- Secretarial and clerical help; upkeep of equipment.
- Audio-visual coordinator; media resource specialist; more books.
- Materials; teacher aides and tutorial program.
- Teacher aides; use of teachers' preparation room.
- Teachers' room; clerical assistant at McMain.
- Counseling consultant; clerical help; resource material.

#### Elementary School Teachers

- The whole thing; specialists in art, music and physical education; the extra time; instructional development coordinator.
- Instructional development coordinator
- Physical education, art, music teachers; equipment and supplies; clerk typist; organization of materials.
- Specialized teachers: art, music, physical education.
- Pre-kindergarten and kindergarten; parent meetings.

Responses to Question No. 7: "What significant changes have occurred in your school since P8C began?"

#### High School Teachers

- More materials, more planning time, more involvement; enjoyed the summer seminar; more direction.
- Teacher aides as part of the classroom this year; movie; additional counselor (counseling consultant).
- More organized material.
- School appointed Black assistant principal.

#### Elementary School Teachers

- Materials, specialists, teacher aides; different ways of doing things; instructional development coordinator.
- Principal more broadminded; attitudes have been somewhat changed; more relaxed atmosphere; development of better attitudes and sportsmanship; physical education has helped with students' behavior.
- Many more children's projects; reading level has improved.

Question No. 8: "Have you noticed an increased use of visual aids by the teachers?"

Yes.....22

No.....1

Question No. 9: "Do you feel you had adequate cooperation from the school principal to implement some of the changes proposed by P8C?"

Responses varied from, "He hindered it," to "Last year more than ever." Three-fourths of the respondents stated their view with a positive "Yes."

Question No. 10: "Did you feel that you participated as actively as you wanted in formulating the goals and direction of this project?"

#### High School Teachers

Yes.....6

Undecided .....4

No.....7

Many of those who responded negatively qualified their answers with phrases such as: "...but goals were well planned," "just partially," "just arrived, didn't feel very welcome." Some of those who responded positively qualified their answers with "probably so"; "in the third year, in the second year I was not included"; "I was invited to school meetings."

#### Elementary School Teachers

Yes.....1

No.....5

The elementary teachers were very categorical in their responses and only one of them qualified his No with "not as much as I wanted."

Responses to Question No. 11: "If the project has not achieved some of its objectives, what do you think were the causes?"

The great majority of teachers felt they did not know enough to express an adequate opinion. The respondents expressed the following views:

Time is too short; lack of money; the project has considerably improved the situation, fewer failures, but attendance still horrible. Faculty apathy; the faculty is confused, it has no clear direction.

Question No. 12: "What problems resulted from the project and how could they be avoided in the future?"

The following excerpts are representative of the respondents:

Highly experimental; not enough direction nor follow-up; greater reinforcement and supervision needed. Political appointments; people placed in jobs with too high a salary; suspicion among faculty; if the project ends some things will be removed from the school; better selling of project; better communications between project leaders and teachers; no teacher-consulting; bureaucratic problems slow down getting things done; more cooperation and faster action; objectives were not attainable; people really did not know their roles.

Responses to Question No. 13: "Have you seen any changes in curricula attributable to P8C?" were generally affirmative, although some teachers did not want to credit P8C with specific changes.

#### High School Teachers

- Not in Mathematics Department; changes were made by necessity; one low-level course and one high-level course were added; new climate allowed them.
- Broadened scope; sought outside room activity; added geometry; invited outside speakers.
- Attended an outside class; used more audio-visual aids.
- General mathematics curriculum was re-written this year; half-term repetition was included.
- Counselors.
- New English curriculum; more equipment used, but not used as much as it could have been.
- Free arrangement of curricula; minor changes.
- Yes, in mathematics and sciences.
- Yes, better grouping.

#### Elementary School Teachers

- More depth in the curriculum; visual aids.
- Yes, especially in the reading program and in social studies.
- Yes; lots of independent work; less structured, improved teaching climate.
- Yes, in mathematics and English.
- Yes, especially teachers; more visual aids; more planning; teacher aides.

To Question No. 14: "Have your students received increased services?" responses showed that high school teachers were not very aware of them. Answers were as follows: "nursing services; do not know; not to my knowledge; some; yes; counseling."

The elementary school teachers were much more aware of services and their availability and highly praised the nursing and psychological services.

To Question No. 15: "Do you have any additional suggestions for future projects of this nature?"

#### High School Teachers

- Make the project survive.
- Use para-professionals like college students for tutoring and class project assistance.
- Offer additional courses such as vocational mathematics.
- A project of this nature should have longer duration.
- Would like group-teaching opportunities with outside resources.
- More teacher workshops.
- Teacher aides chosen according to academic subject ability.
- Project should expand its scope regarding personnel involved.
- Utilize all persons who show interest.
- Workshops for all teachers involved to familiarize them with English, specifically for the reading project.
- More teacher training.
- Organized team teaching.
- Flexible scheduling.
- Faster repair and decent supply of equipment.
- Something geared to remedial students in civics.
- Narrowing of scope.
- Improved communications.
- More clerical help.
- More teacher aides.
- Curriculum orientation for beginning teachers.
- Orientations geared toward preparing curricula.

#### Elementary School Teachers

- Improvement of the existing project.
- Would have liked more involvement in planning.
- Clerical aides not very important.
- Para-professional teachers needed.
- Keep materials and specialists.
- More publicity.
- More parents involved from the beginning.
- Materials according to teacher wants.
- Standards set for admission to and completion of grade level.



## COUNSELOR INTERVIEWS

Counselors at McMain and Fortier were interviewed in groups. The elementary school counselor, who divides his time between Lourdes and Allen, was also interviewed.

The interviews did not follow any set design. Counselor opinions as to achievements, failures and feelings underlying P8C were explored. The opinions of the counselors regarding P8C varied greatly. In both secondary schools, the counseling teams showed significant internal disagreement. Subjective judgment and strong feelings were the rule in the interviews. Unanimous, enthusiastic response was received only with regard to the outstanding value of clerical help. The weekly sessions on group training conducted during the second year of the project were commented upon favorably, but with some personal qualifications, such as, they felt the sessions were too few, the techniques not fully applicable to their system and the fact that the instructor lacked his doctoral degree.

The elementary counselor was very enthusiastic about the group consultation meetings wherein principal, counselor, social worker, teacher and psychologist diagnosed specific pupils' cases and decided on a remedial course of action together. The alacrity with which psychological testing took place--thanks to his own and P8C's staff involvement--was a very satisfactory experience.

In general, the counselors had the following recommendations: Keep the clerical assistant; the addition of an extra counselor; the development of vocational counselors; in-service training programs and the setting of very clear goals.

## INTERVIEWS WITH PARA-PROFESSIONALS

During its last year, P8C engaged fourteen teacher aides. Six of them were in the elementary schools and eight in the high schools.

Four teacher aides were interviewed. All were very enthusiastic about their jobs, showed professional competence and were very warm and communicative persons. Three of them felt that they divided their activities into 50 per cent clerical and 50 per cent educational activities. One of them felt she did 75 per cent clerical and 25 per cent educational activities.



All felt that their effectiveness increased with specialization in one or two subject areas. They also felt that one aide can assist up to five teachers (once or twice a week each) and that they would like more utilization in the teaching function. While their personal preference was for working in the high schools, they felt that they would be more valuable in the elementary schools. They felt very happy about their role in the schools and expressed a strong desire for permanency in the school system.

## ANALYSIS OF FUND ALLOCATION

The project has expended \$865,968 of federal funds over its three years of existence.

The project has received 58 per cent of its total funding in its first year. The magnitude of expenditures in that year dwarf the second and third years of the project.

The distribution of expenses has remained relatively constant over the life of the project. As the table below indicates, approximately 71 per cent of the project's expenditures consistently went for instructional services.

### Comparative Annual Expenditure Statement\*

	Jan. 24-68 - Dec. 31-69		Jan. 1-70 - June 30-70		July 1-70 June 30-70
Administration	44,012	8.7%	11,332	9.5%	23,471 9.6%
Instruction	356,037	71%	90,581	75.6%	173,845 71%
Attendance services	9,425	1.8%	3,765	3.1%	7,350 3%
Health services	11,384	2.3%	3,238	2.7%	11,780 4.8%
Pupil transportation services			200	.16%	500 .2%
Operation of plant	8,540	1.7%	900	.75%	1,620 .7%
Maintenance of plant	4,500	9.5%	300	.25%	
Fixed charges	47,568	9.5%	9,559	8.0%	15,581 6.4%
Lease of facilities					3,240 1.3%
Capital outlay	19,950	4.0%			6,290 2.6%
TOTALS	501,416	100%	119,875	100%	244,677 100%

Expenditures related to pupil, transportation, student body activities, and community services were virtually nonexistent. The thrust of program was maintained within the classroom with other expenditures involving directly related services (i.e., audio-visual and counseling).

\*Source: Budget summaries of P8C

The overall level of staff activity and teacher involvement has increased, while funding levels have declined. Much of the 1968 expenditures appears to have been "start up" and planning cost for the following year. The actual effectiveness of the total \$356,000 in 1968 for instructional purposes cannot now be accurately determined. The detailed breakdown of this expenditure category over the life of the project does provide some further insights.

Comparative Classroom Description of Instructional Expenditures

	6-68 12-69	% of total	1-70 6-70	% of total	6-70 6-71	% of total
Professional	241,395	67.8%	47,362	52.3%	82,034	47.7%
Non-Professional	18,692	5.3%	4,561	5.0%	51,786	29.8%
Contracted services	5,000	1.4%	32,438	35.8%	21,000	12.1%
Materials supplies	86,550	24.3%	5,320	5.9%	14,900	8.6%
Travel	4,400	1.2%	400	.4%	3,075	1.8%
Other expense			500	.5%	1,050	.6%
TOTAL INSTRUCTION COST	356,037	100%	90,581	100%	173,845	100%

Three trends in the above information are worthy of notice. The project has substantially decreased its reliance on professional services from 67.8 per cent in 1968 to 47.1 per cent in 1971 of the instructional expenditures. Correspondingly, the growth of the para-professional program has increased from only 5.3 per cent to over 29 per cent of the total instructional program expenditures. The third trend points up the very large start-up cost incurred by the project; over 24 per cent of the instructional budget in 1968 was expended on materials and supplies (\$86,550). By 1970 only 8.6 per cent or \$14,900 was expended for this purpose.

## CONCLUSIONS

The project was conceived with a great variety of activities aimed at attaining excellency of education in an integrated school setting that had a wide breadth of children's talents, abilities and handicaps. Some of the activities undertaken were very successful; others were moderately successful; and a few failed to serve as intended.

The main objective was partially attained. Numerous services were rendered; sizeable teacher training and educational experimentation activities were conducted; and a climate favorable to further change for the better was established. These achievements were capped with no student regression and some specific progress. All schools benefited, particularly the elementary schools. McMain shows significant 1970-71 change in academic achievement (Appendix C, Item 1,2,3). The evaluating team has no doubts that the program improved with the passage of time, the acquisition of experience, the narrowing of scope and concentration of efforts on more meaningful and productive activities.

Academic and attitudinal gains, both internal (student and school personnel) and external (parents and community), were greater in the elementary schools than in the high schools involved in the project.

The high schools had high racial tensions. All the persons queried unhesitantly expressed their belief that P8C contributed very heavily in limiting racially inspired disturbances.

From its original inception, the project lacked any meaningful tools to cope with the drop-out problem and vocational training. The drop-out rate at Fortier, according to available statistics (Appendix D, Table 1), was not materially affected by P8C. While this rate increased substantially after integration, it seems to have stabilized for white students and perhaps it has peaked out for Black students.\*

A vocational training program was initiated and then dropped by the end of the first P8C year. Unfortunately, the needs are still present.

All principals felt that the project had materially affected their school's drive for excellency and their relationship with the community. Many regrets and very few hoorays were heard at the project's termination. A great deal of positive knowledge and experience was gained by all involved.

\*Not enough longitudinal data available for definite conclusion

Some specific aspects of the project which proved very successful should be carried over and made part of the New Orleans School System.

RECOMMENDED FOR CONTINUANCE:

- The yearly training of teachers system-wide with one- or two-week long summer seminars, using the open structure utilized by P8C during the summer of 1970.
- The training of teachers using this open structure in the fields of curriculum development, individualized instruction, audio-visual equipment use, audio-visual material preparation and incorporation in lesson plans.
- The provision of a budget to maintain the audio-visual equipment in repair and for disposable and non-disposable supplies needed to operate such equipment.
- The utilization of consultative meetings of counselors, teachers, principals, social workers, psychologists or psychiatrists to increase the diagnostic and remedial teaching skills of the permanent school staff.
- The providing of physical education, art and music part-time specialists, and para-professionals for the elementary schools, allowing the regular classroom teachers to utilize non-teaching time for creative educational endeavors (i.e., preparing lesson plans that include outside activities, resources and the utilization of audio-visual materials). The exploration of the possibility of using volunteers is suggested.
- The seeking of continued parental participation and involvement through the provision of educationally related services.
- The formation in elementary schools of tutorial programs conducted by nearby high school students.
- The distribution throughout the school system of specific project experiences that might be of value or inspiration to principals and teachers of other schools.
- The provision of clerical assistance to counselors.

- The provision of para-professionals should be continued and expanded if economically possible but giving priority to elementary and junior-high schools.

As previously mentioned, the project had areas of poor results where constructive criticism is justified. These include:

- Instruction of high school teachers in the use and preparation of audio-visual aids.
- Moderate utilization of audio-visual equipment in some of the high schools.
- Very poor utilization of media centers by teachers.
- Lack of definitive measures to utilize effectively clerical aid in the senior high school by teachers.
- Program never achieved the level of commitment, cooperation and support from all teachers and principals necessary to have a totally successful program.
- A program to provide continued formative evaluation and feedback to the project's teachers and principals was never successfully implemented. Therefore, the professionals involved were deprived of a tool that would have been useful in the prompt re-channeling of efforts into more productive areas.
- Greater utilization of external and internal public relations and information in the form of increased press and communication releases would have helped focus on the program and given a sense of immediacy and urgency to it.
- A mixed success occurred with the film-making class. While it was very successful educationally, in terms of time, cost and effort, it was prohibitively expensive.
- The first six-week seminar in the summer of 1968 was thought to be generally poor.
- The very late publication (during the last period of the third year) of project activities.
- Vocational training was dropped in project's infancy.

## RECOMMENDATIONS

The following recommendations represent many of the lessons and wisdoms gained from P8C and the benefit of hindsight. These recommendations do not imply any criticism, but do represent a different and, hopefully, more successful way of doing some of the things in this and many other similar projects. Some recommendations concern the school system, and some could be used as a basis for new projects. They are presented in no particular order of priority or importance, but are grouped within broad categories.

### General

- With success criteria based on student achievement, elementary schools should receive priority in projects contemplating individualized instruction.
- Projects should have narrow scope and achievable, measurable objectives.
- Activities should be closely related to specific objective achievement.
- Art, music and physical education specialists on a part-time basis are also enthusiastically supported, (i.e., they have provided free time to teachers for extra planning as well as provided a true learning experience to pupils freed from the attempts of artistically and physically limited homeroom teachers).
- The teacher reaction and support at Lourdes was greater than in any other school. They may point the way to the desirability of some further support for the non-system schools serving children within the area.
- It is recommended that, as much as possible, young teachers with less than six or seven years of teaching experience be used in any "new" educational project which has teacher training and re-orientation as the core process for its success.
- An in-depth study should be conducted among principals, teachers, counselors and students to discover specifically what makes education "relevant." The study would be part of a project that aims to design and experiment with a "relevant" curricula.

### Counselors

- Counselors should be freed for counseling purposes with record keeping assigned to less costly clerks. Each counselor should then be able to carry a significantly larger case-load, and the savings would accrue system-wide.
- Counselor's role should be defined regarding performance criteria. Periodic unannounced audits of counselors' interview styles with students having academic difficulty, conducted by trained psychologists, would be desirable.
- Feedback sessions where teachers, counselors, psychologists, and social workers get together and discuss problem students should be encouraged.

### Para-Professionals

- Teacher training in the utilization of para-professionals should be a prerequisite for the utilization of same. The teacher aide's function must be made extremely clear and fully understood by all concerned.
- Teacher aides for high schools should be trained along subject matter or discipline lines. They should belong to an aide pool and not be assigned exclusively to specific teachers. One aide who is proficient in one or two specific disciplines could assist five different teachers.
- It would be desirable to have para-professionals perform clerical tasks as part of an assistance pool available to teachers on a departmental basis.
- Para-professional or volunteer use should be encouraged, especially in the elementary schools, to avoid early negative behavior formation among the pupil population.
- A tutorial program for high school students who reside close to universities that have colleges or schools of education should be experimented with. The counselors or the instructional development coordinator would be responsible for pupil selection and supervision. A specific volunteer or part-time salaried person should supervise and be responsible for the conducting of meetings held after school hours. Where available, teacher aides could be in charge of tutoring programs.



- Tutorial programs where high school students serve as tutors to elementary students have proved an asset to everybody involved. A system-wide program should be experimented with in selected areas. As a further incentive, academic credit could be given to those high school students participating in the program.

### Vocational Education

- A broad evaluation of projected community needs in the trades and crafts area versus the current ability of the system to meet these needs should be made. A successful vocational education program should be converting potential high school drop outs into the skilled manpower needed in the New Orleans area. A vocationally oriented over-all curricula (i.e., Vocational Mathematics, Applied Sciences, English with Technical Emphasis) should be made available as an option. Projected demand for trained secretarial assistance, para-professionals in the health field and auto-mechanics out-strip present capacity.

### Services

- Nurse, social welfare services were so enthusiastically endorsed that, if at all financially possible, they should be provided on a system-wide basis. A mobile or rotating system could be devised to reduce costs of implementation.

### Evaluation and Research

- Evaluation procedures should be established at a project's outset and be part of the project's core program. Further, the evaluation should be formative in nature and not summative (i.e., it should improve and change activities during the life of a project and not be a post-mortem).
- Testing should be conducted on a pre- and post-test basis for any new project. Standard instruments administered in a controlled variable environment, under the supervision of non-teaching staff, are desirable.
- Evaluation and research should be well defined and differentiated endeavors (i.e., achievement of goals versus validity of goals) pursued.
- Every new project should be examined to ascertain its potential for original research. When a project is new only to the school and research abounds from similar or identical projects, an evaluation assessing its success will suffice.

- When novel experimentation is conducted, control groups or other exact means of result measurement should be established at the project's inception. If a project is only new to a specific school and there is abundant research available on similar educational endeavors, very exact measurement of results becomes a less significant endeavor. Not all new projects deserve in-depth research, unless it is a "sine qua non" for a grand award.
- Auxiliary services such as nurses, social workers, psychological testing, physical education, clerical assistance and others should not be evaluated in purely educational terms. Services such as these require definitive statements of expected quality and quantity levels.

#### Equipment and Audio-Visual Aids

- Teachers on a system-wide basis should receive training in the physical use and preparation of audio-visual materials, particularly slides, transparencies and opaque projectors. This training could be conducted when the students have physical education classes, or it could be incorporated in unrelated teacher-training seminars.
- Selection of specific commercially developed audio-visual aids should be made for each faculty by the teachers. Such materials should be kept easily available and continuously evaluated according to frequency of use. Material or equipment which seems to be generally under-utilized should be frozen from ordering lists until utilization approaches a more desirable level.
- Material based on relevant new ideas and methods should be regularly distributed to teachers on a personal basis and, preferably, according to needs. This activity can be executed by the instructional development coordinator or department head.
- Provisions should be made that the materials and equipment used frequently by the teachers of a specific school not be removed from the school at the end of a project if plans have been formulated for their continued use.
- The cost of purchasing equipment should include an allowance for the maintenance of that equipment, or a central repair system operated by the schools for generally available audio-visual equipment may be economically advisable. Further, it could be used as part of a vocational training program. Unfortunately, not enough demand exists for people trained in this specific area to warrant a continuing vocational program based on audio-visual equipment repair.

APPENDIX A  
SURVEYS AND RESPONSES

Administrators  
Teachers  
Counselors  
Students  
Parents

## ADMINISTRATOR'S SURVEY

This survey is part of a study being carried out to learn of the interests and attitudes of administrators toward education and Project Eight Children. Try to go through the questions quickly without spending too much time on any single question. Answer the questions in order without skipping.

Feel free to answer exactly the way you feel--no one in the school system will ever see your answers. The survey will be used for statistical compilations for the Orleans Parish School Board. No one's answers can be identified, nor will any effort at identification be made.

Since this is an attitude and awareness survey and not a test, there are no right and wrong answers. Most of the questions can be answered by circling the corresponding number on the answer sheet.

Thank you for your cooperation and your interest in developing your school system.

### Actual Responses\*

- |                   |  |
|-------------------|--|
|                   | 1. In which school are you working?  |
| $\frac{1}{2}$ **  | Our Lady of Lourdes Elementary   |
| 1                 | Eleanor McMain Junior High   |
| 2                 | Alcee Fortier High   |
| $1\frac{1}{2}$ ** | Henry W. Allen Elementary  |
|                   | Other  |
|                   | 2. How long have you worked in the general field of education or for educational institutions? |
|                   | One year or less   |
|                   | More than one but less than two years  |
| 1                 | 2 to 5 years   |
|                   | 5 to 10 years  |
| 5                 | Over 10 years  |
|                   | 3. How long have you been an employee of the Orleans Parish School Board?                      |
|                   | One year or less   |
|                   | More than one but less than two years  |
| 1                 | 2 to 5 years   |
|                   | 5 to 10 years  |
| 4                 | Over 10 years  |
|                   | 4. How long have you been working in your present position?                                    |
| 2                 | One year or less   |
| 2                 | 2 to 5 years   |
| 2                 | 5 to 10 years  |
|                   | Over 10 years  |

\*RESULTS IN THIS SURVEY ARE SHOWN ACCORDING TO INDIVIDUAL RESPONSES

\*\*INDICATES THAT RESPONDENT WORKED HALF-TIME IN SPECIFIC SCHOOL

5. What is the highest college degree you hold? (If you hold a degree not listed, check the one that is most nearly equivalent to the one you hold. Do not report honorary degrees.)

1 No degree  
 1 Bachelor's degree  
 4 Master's degree  
 1 Master's degree plus thirty hours  
 1 Doctor's degree

6. Which of the following statements do you think best describes the main purpose of Project Eight Children:

1 To help the very bright child develop in regular schools  
 1 To provide special equipment and counseling services to some Orleans Parish Schools  
 4 To give good education to all different types of children in the same community  
 1 To train teachers to deal more successfully with the needs of students  
 To prepare the students to enter the community as productive citizens, occupationally

7. Are you satisfied with the amount of your involvement in the organizing of Project 8 Children?

1 Very satisfied  
 2 Satisfied  
 1 Fairly satisfied  
 Not satisfied  
 1 Not involved

8. Do you feel that you helped to create Project 8?

3 Yes  
 3 No

9. Have you been invited to planning meetings relevant to Project 8?

5 Yes  
 1 No

10. Would you like to have been invited to planning meetings relevant to Project 8?

4 Yes  
 No

11. If you were invited, how many such meetings did you attend?

None  
 One to four  
 2 Five to ten  
 3 Ten or more  
 1 Not invited

12. Do you feel that you know as much as there is to know about Project 8?

3 Yes  
3 No

13. Please indicate which of the following project objectives you consider most important:

2 "To engender a more positive approach on the part of school personnel and the community at large to the potential development of all students."

2 "To develop comprehensive curricula...which are relevant to the multifarious needs and experiences of today's student population."

2 "To promote student motivation and achievement through individualization of instruction."

"To provide, through faculty training and reorientation, more effective instruction, utilizing new teaching techniques and materials."

"To establish new approaches to counseling which will enable the students to form and maintain positive self-concepts, thus enabling sound and realistic decisions regarding their relationship to society."

14. How realistic do you feel these objectives are?

2 Very realistic  
2 Fairly realistic  
2 Enough  
2 Not very  
2 Not at all

Going back to the objectives listed in Question 13, how much progress do you feel has been made toward the realization of each objective?

15. "To engender..."

1 Great  
2 Substantial  
2 Some  
3 Little  
3 None

16. "To develop..."

3 Great  
3 Substantial  
2 Some  
1 Little  
1 None

17. "To promote...

2 Great  
4 Substantial  
Some  
Little  
None

18. "To provide...

1 Great  
2 Substantial  
1 Some  
2 Little  
None

19. "To establish...

1 Great  
1 Substantial  
4 Some  
Little  
None

20. How well do people in your school community cooperate and work together?

1 Very well  
2 Fairly well  
2 Adequately well  
1 Usually not too well  
Never work together

21. How close do you feel to the community in which you work?

2 I feel I belong here, that this is my home community.  
3 I feel quite close to this community but do not consider it my home.  
1 I do not feel very close to this community.  
I feel like a complete stranger in this community.  
I do not feel a real sense of community exists.

22. In the last year, parental involvement in the schools has:

4 Increased greatly  
1 Increased slightly  
1 Remained the same  
Decreased  
Decreased significatly

23. Have you found the counseling service: (Check only the word which best describes your feeling.)

5 Helpful  
Constructive  
1 Passive  
Confusing  
Useless

24. There are many things young people can get from education. Which of the following do you think is the most important?

- 3 The stimulation of new ideas
- 3 Preparation for making a living
- School activities and social life
- Developing respect for institutions and order
- Preparation for further education

25. Please rate the overall preparation for college that your students are currently receiving:

- 5 Very good
- 1 Good
- Average
- Poor
- Very poor

26. How adequate and stimulating do you feel the vocational education program has been?

- 2 Very good
- 1 Good
- Average
- 1 Poor
- 2 Very poor

27. Do you feel the curriculum offered is relevant to the student's needs?

- 1 Very relevant
- 2 Fairly relevant
- 2 Adequately
- 1 Not too relevant
- Irrelevant

PLEASE ANSWER THE FOLLOWING QUESTIONS DIRECTLY ON THE QUESTIONNAIRE. DO NOT ATTEMPT TO ANSWER THESE ON THE ANSWER SHEET USED FOR THE PRIOR QUESTION.

28. Which of the categories below do you think comes closest to fitting the majority of teachers in your school?  
(Check as many as apply.)

- Friendly with students
- Too strict academically
- Too easy with school work
- Understand student problems
- Not interested in students as individuals
- Willing to help out in activities
- Too strict in discipline



29. In which of the following areas would you say there are problems of discipline with the students. (Check items which are problems.)

Stealing (small items of little value)  
Stealing (more serious nature -- money, cars, etc.)  
Destruction of school property  
Sex offenses  
Impertinence and discourtesy to teachers  
Fighting  
Truency  
Physical violence against teachers  
Using profane or obscene language  
Using narcotics  
Drinking intoxicants

30. Please make any comments regarding your satisfaction or dissatisfaction with your school system, your school, and/or Project Eight Children.

### TEACHER'S SURVEY

This survey is part of a study being carried out to learn of the interests and attitudes of teachers toward education and Project Eight Children. Try to go through the questions quickly, without spending too much time on any single question. Answer the questions in order, without skipping.

Feel free to answer exactly the way you feel--no one in your school or in the school system will ever see your answers. The survey will be used for statistical compilations for the Orleans Parish School Board. No one's answers will be identified nor will it be possible ever to identify who filled in which survey.

Thank you for your cooperation and interest in improving your school and the Orleans Parish School System in general.

#### Percent Response

All Teachers	P8C Teachers
-----------------	-----------------

#### 1. In what school are you teaching?

7	4	Our Lady of Lourdes Elementary
26	29	Eleanor McMain Junior High
42	38	Alcee Fortier Senior High
24	29	Henry W. Allen Elementary

#### 2. What is your sex?

26	25	Male
74	75	Female

#### 3. What is your age?

		Less than 20
36	46	20 - 30
14	21	31 - 40
15	12	41 - 50
33	21	Over 50

#### 4. What is your race?

32	79	Caucasian
14	17	Negro
		Oriental
		Indian

#### 5. What kind of certification do you have?

8	4	Louisiana "Temporary" Certificate
89	96	Louisiana "A", "B", "C" Certificate
1		Certification from another state
1		Working toward certification

All Teachers	P8C Teachers
-----------------	-----------------

6. How long have you worked in the general field of education or for educational institutions?

4		1 year or less
6		More than 1 but less than 2 years
28	29	2 to 5 years
16	25	5 to 10 years
46	33	More than 10 years

7. How long have you been employed by the Orleans Parish School Board?

12	8	1 year or less
8	17	More than 1 but less than 2 years
25	29	2 to 5 years
20	22	5 to 10 years
33	21	More than 10 years

8. How long have you been working in your present school?

22	21	1 year or less
7	12	More than 1 but less than 2 years
33	46	2 to 5 years
13	4	5 to 10 years
25	17	More than 10 years

9. What is the highest college degree you hold? (If you hold a degree not listed, check the one that is most nearly equivalent to the one you hold. Do not report honorary degrees.)

1		No degree
2		A degree based on less than 4 years of college
59	62	Bachelor's degree
31	21	Master's degree
7	17	Master's degree plus thirty hours
		Doctor's degree

10. Did you attend the two day Project Eight Children preparatory workshop for teachers at the Fontainebleau Motor Hotel in August, 1968?

51	42	Yes
49	58	No

11. Did you attend the Tulane Summer Institute in 1968?

19	38	Yes
81	63	No

12. Do you feel you know as much as you would like to about Project 8 Children?

47	38	Yes
53	63	No

All Teachers	P8C Teachers
-----------------	-----------------

13. Which of the following statements do you think best describes the main purpose of Project 8 Children?

		To help the very bright child develop in regular schools
14	21	To provide special equipment and counseling services to some Orleans Parish schools
69	75	To give a good education to all different types of children in the same community
5		To train teachers to deal more successfully with the needs of the students
9		To prepare students to enter the community as productive citizens, occupationally

14. Are you satisfied with your amount of involvement in the planning and organizing of Project 8 Children?

8	8	Very satisfied
25	33	Satisfied
15	21	Fairly satisfied
25	25	Not satisfied
27	13	Not involved

15. Do you now have a teacher aide working with you provided by Project 8 Children?

28	NA	Yes
72	NA	No

16. Have you ever been invited to planning meetings relevant to Project 8 Children?

47	75	Yes
53	25	No

17. Do you want to be invited to planning meetings relevant to Project 8 Children?

47	79	Yes
53	21	No

18. How many such meetings have you attended including those at the faculty and/or at the department level?

34	4	None
29	25	One to four
12	33	Five to ten
14	8	Ten or more
9	17	Not invited

All	P8C
Teachers	Teachers

- |    |    |   |
|----|----|---|
|    |    | 19. How much have your responsibilities changed after the initiation of Project 8 Children from what they were prior to its inception?              |
| 1  | 4  | Greatly, I now feel I have a voice in Administrative decisions.   |
| 21 | 21 | Communication is better -- I feel I am better informed.   |
| 43 | 41 | My role is the same as it has been in the past.   |
| 2  | 4  | My role is now more restricted than before P8C.   |
| 27 | 25 | I feel that the administration doesn't want to hear from teachers concerning policy.  |
|    |    | 20. Has Project 8 Children provided you with more free time during the school day?  |
| 33 | 50 | Yes   |
| 67 | 50 | No  |
|    |    | 21. The following choices are possible uses of your free time. To which activities do you devote most of your free time?                            |
| 9  | 4  | Teacher training programs to learn about innovating teaching ideas  |
| 9  | 13 | Individual instruction of children who are having problems in my class  |
| 1  | 4  | Teacher meetings devoted to planning new and more flexible scheduling   |
| 55 | 67 | Paper work for reports and records  |
| 22 | 12 | I have no free time   |
|    |    | 22. Now indicate how you would like to spend your free time during the school day:  |
| 25 | 25 | Teacher-training programs to learn about innovative teaching ideas  |
| 18 | 25 | Individual instruction of children who are having problems in my class  |
| 11 | 12 | Teacher meetings devoted to planning new and more flexible scheduling   |
| 16 | 13 | Paper work for reports and records  |
| 29 | 12 | Relaxing so that I will be rested and alert for class   |
|    |    | 23. Please indicate which of the following is the most important project objective to you:  |
| 13 | 8  | "To engender a more positive approach on the part of the school personnel and the community at large to the potential development of all students." |

All Teachers	P8C Teachers
-----------------	-----------------

24	33
----	----

"To develop comprehensive curricula... which are relevant to the multifarious needs and experiences of today's student population."

41	38
----	----

"To promote student motivation and achievement through individualization of instruction."

11	12
----	----

"To establish new approaches to counseling which will enable the students to form and maintain positive self concepts, thus enabling sound and realistic decisions regarding their relationship to society."

12	8
----	---

"To provide, through faculty training and reorientation, more effective instruction utilizing new teaching techniques and materials."

24. How realistic do you feel these objectives are?

15	13
----	----

Very realistic

27	25
----	----

Fairly realistic

24	33
----	----

Enough

21	21
----	----

Not very realistic

9	4
---	---

Not at all

Going back to the objectives listed in Question 19, how much progress do you feel has been made toward the realization of each objective?

25. Objective 1, "To engender..."

Great  
Substantial  
Some  
Little  
None

26. Objective 2, "To develop..."

Great  
Substantial  
Some  
Little  
None

27. Objective 3, "To promote..."

Great  
Substantial  
Some  
Little  
None

All Teachers	P8C Teachers
-----------------	-----------------

28. Objective 4, "To provide...

Great  
Substantial  
Some  
Little  
None

29. Objective 5, "To establish...

Great  
Substantial  
Some  
Little  
None

30. Have you found counseling service:  
(Check only the word that best describes  
your feeling.)

35	33
6	4
19	21
14	17
26	25

Helpful  
Constructive  
Passive  
Confusing  
Useless

31. How well do the people in your school  
community cooperate and work together?

15	13
26	21
32	33
21	29
6	4

Very well  
Fairly well  
Adequately  
Usually not too well  
Never work together

32. How close do you feel to the community  
in which you work?

39	46
25	13
20	13
2	0
14	29

I feel I belong here, that this is my  
home community.  
I feel quite close to this community, but  
do not consider it my home.  
I do not feel very close to this commu-  
nity.  
I feel like a complete stranger in this  
community.  
I do not feel a real sense of community  
existence.

33. In the last year parental involvement in  
the school has:

19	17
----	----

Increased greatly

All Teachers	P8C Teachers
-----------------	-----------------

26	25	Increased slightly
38	33	Remained the same
12	17	Decreased
6	8	Decreased significantly

34. There are many things young people can get from education. Which of the following do you think is the most important?

46	54	The stimulation of new ideas
33	29	Preparation for making a living
4	0	School activities and social life
7	8	Developing respect for institutions and order
11	8	Preparation for further education

35. Please rate the overall preparation for college that your students are currently receiving:

20	25	Very good
32	17	Good
34	42	Average
9	17	Poor
5	0	Very Poor

36. How adequate and stimulating do you feel the vocational program has been?

9	4	Very Good
22	12	Good
21	17	Average
21	13	Poor
25	29	Very poor

37. Do you feel curriculum here is relevant to the student's needs?

12	8	Very relevant
20	12	Fairly relevant
35	33	Adequate
28	38	Not very relevant
5	8	Irrelevant

\*Note: Percentages may not add to 100% due to inclusion of surveys without responses to some questions.



PLEASE ANSWER THE FOLLOWING QUESTIONS ON THE SURVEY FORM. DO NOT  
ANSWER ON THE ANSWER SHEET USED FOR THE PRIOR QUESTIONS.

38. Which of the categories below do you think comes closest to fitting the majority of teachers in your school? (Check as many as apply.)

Friendly with students

Too strict academically

Too easy with school work

Understand student problems

Not interested in the students

Willing to help out with student activities

Too strict in discipline

39. In which of the following areas would you say there are problems of discipline with the students. (Check items which are problems.)

Stealing ( small items of little value)

Serious stealing (money, cars, etc.)

Destruction of school property

Sex offenses

Impertinence and discourtesy to teachers

Fighting

Physical violence against teachers

Use of profane or obscene language

Use of narcotics

Drinking intoxicants

40. Which pieces of equipment have you been shown how to operate?

41. Please make any comments regarding your satisfaction or dissatisfaction with your school system, your school and Project 8 Children here.

## COUNSELOR'S SURVEY

This survey is part of a study being carried out to learn of the interest and attitudes of teachers toward education and Project Eight Children. Try to go through the questions quickly, without spending too much time on any single question. Answer the questions in order without skipping.

Feel free to answer exactly the way you feel--no one in your school or in the school system will ever see your answers. The survey will be used for statistical compilations for the Orleans Parish School Board. No one's answers will be identified nor will it be possible ever to identify who filled in which survey.

Since this is an attitude and awareness survey and not a test, there are no right and wrong answers. Most of the questions can be answered by circling the corresponding number on the answer sheet.

Thank you for your cooperation and interest in improving your school and the Orleans Parish School System in general.

### Actual Results\*

#### 1. In what school are you teaching?

1/2**	Our Lady of Lourdes Elementary
3	Eleanor McMain Junior High
3	Alcee Fortier Senior High
1/2	Henry W. Allen Elementary

#### 2. What is your sex?

3	Male
4	Female

#### 3. What is your age?

	Less than 20
	20-30
2	31-40
1	41-50
4	Over 50

#### 4. What is your race?

5	Caucasian
2	Negro
	Oriental
	Indian

#### 5. What kind of certification do you have?

5	Louisiana "Temporary" Certificate
	Louisiana "A", "B", "C" Certificate
	Certification from another state
	Working toward certification

\*Results in this survey are shown according to individual responses

\*\*One half-time counselor

6. How long have you worked in the general field of education or for education institutions?

1 year or less  
 More than 1 but less than 2 years  
 2 to 5 years  
 5 to 10 years  
 More than 10 years

3  
 4

7. How long have you been employed by the Orleans Parish School System?

1 year or less  
 More than 1 but less than 2 years  
 2 to 5 years  
 5 to 10 years  
 More than 10 years

3  
 4

8. How long have you been working in your present school?

1 year or less  
 More than 1 but less than 2 years  
 2 to 5 years  
 5 to 10 years  
 More than 10 years

1  
 1  
 3  
 1  
 1

9. What is the highest college degree you hold? (If you hold a degree not listed, check the one that is most nearly equivalent to the one you hold. Do not report honorary degrees.)

No degree  
 A degree based on less than 4 years of college work  
 Bachelor's degree  
 Master's degree  
 Master's degree plus thirty hours  
 Doctor's degree

2  
 5

10. Did you attend the two day Project Eight Children preparatory workshop for teachers at the Fontainebleau Motor Hotel in August, 1968?

Yes  
 No

2  
 5

11. Did you attend the Tulane Summer Institute in 1968?

Yes  
 No

2  
 5

12. Do you feel you know as much as you would like to know about Project 8 Children?

Yes  
 No

4  
 3

13. Which of the following statements do you think best describes the main purpose of Project 8 Children?

5 To help the very bright child develop in regular schools  
 1 To provide special equipment and counseling services to some Orleans Parish Schools  
 1 To give a good education to all different types of children in the same community  
 1 To train teachers to deal more successfully with the needs of students  
 1 To prepare students to enter the community as productive citizens, occupationally

14. Are you satisfied with your amount of involvement in the planning or organizing of Project 8 Children?

1 Very satisfied  
 1 Satisfied  
 2 Fairly satisfied  
 2 Not satisfied  
 Not involved

15. Do you feel that you helped create Project 8 Children?

4 Yes  
 3 No

16. Have you ever been invited to planning meetings relevant to Project 8 Children?

5 Yes  
 3 No

17. Do you want to be invited to planning meetings relevant to Project 8 Children?

5 Yes  
 2 No

18. How many such meetings have you attended including those at the faculty and/or the department level?

1 None  
 3 One to four  
 Five to ten  
 3 Ten or more  
 Not invited

19. How much have your responsibilities changed after the initiation of Project 8 Children from what they were prior to its inception?

1 Greatly, I now feel I have a voice in administrative decisions.  
 1 Communication is better--I feel I am better informed.  
 2 My role is the same as it has been in the past.  
 2 My role is now more restricted than before P8C.  
 4 I feel that the administration doesn't want to hear from teachers concerning policy.

20. Has Project 8 Children provided you with more free time during the school day:

- 3 Yes
- 4 No

21. The following choices are possible uses of your free time. To which activities do you devote most of your free time?

- Teacher training programs to learn about innovating teaching ideas
- 1 Individual instruction of children who are having problems in my class
- Teacher meetings devoted to planning new and more flexible scheduling
- 2 Paper work for reports and records
- 3 I have no free time

22. Now indicate how you would like to spend your free time during the school day:

- 2 Teacher training programs to learn about innovative teaching ideas
- 1 Individual instruction of children who are having problems in my class
- 1 Teacher meetings devoted to planning new and more flexible scheduling
- 1 Paper work for reports and records
- Relaxing so that I will be rested and alert for class

23. Please indicate which of the following is the most important project objectives to you:

- 2 "To engender a more positive approach on the part of the school personnel and the community at large to the potential development of all students."
- 4 "To develop comprehensive curricula...which are relevant to the multifarious needs and experiences of today's student population."
- 1 "To promote student motivation and achievement through individualization of instruction."
- "To provide, through faculty training and reorientation, more effective instruction utilizing new teaching techniques and materials."
- "To establish new approaches to counseling which will enable the students to form and maintain positive self-concepts, thus enabling sound and realistic decisions regarding their relationship to society."

24. How realistic do you feel these objectives are?

- 3 Very realistic
- 2 Fairly realistic
- Enough
- 2 Not very realistic
- Not at all

Going back to the objectives listed in Question 19, how much progress do you feel has been made toward the realization of each objective?

25. Objective 1, "To engender..."

1	Great
	Substantial
2	Some
2	Little
2	None

26. Objective 2, "To develop..."

1	Great
1	Substantial
	Some
3	Little
2	None

27. Objective 3, "To promote..."

2	Great
	Substantial
	Some
3	Little
2	None

28. Objective 4, "To provide..."

2	Great
	Substantial
2	Some
1	Little
2	None

29. Objective 5, "To establish..."

1	Great
2	Substantial
2	Some
1	Little
	None

30. Have you found counseling service: (Check only the word that best describes your feeling.)

5	Helpful
1	Constructive
1	Passive
	Confusing
	Useless

31. How well do the people in your school community cooperate and work together?

- Very well
- 2 Fairly well
- 1 Adequately
- 4 Usually not too well
- Never work together

32. How close do you feel to the community in which you work?

- 4 I feel I belong here, that this is my home community
- I feel quite close to this community but do not consider it my home
- 3 I do not feel very close to this community
- I feel like a complete stranger in this community
- I do not feel a real sense of community existence

33. In the last year parental involvement in the school has:

- 1 Increased greatly
- 1 Increased slightly
- 3 Remained the same
- 1 Decreased
- 1 Decreased significatly

34. There are many things young people can get from education. Which of the following do you think is the most important?

- 4 The stimulation of new ideas
- 2 Preparation for making a living
- 1 School activities and social life
- Developing respect for institutions and order
- Preparation for further education

35. Please rate the overall preparation for college that your students are currently receiving:

- Very good
- 2 Good
- 4 Average
- Poor
- 1 Very Poor

36. How adequate and stimulating do you feel the vocational program has been?

- Very Good
- 2 Good
- Average
- 2 Poor
- 3 Very Poor

37. Do you feel the curriculum here is relevant to the student's needs?

- 1 Very Relevant
- 1 Fairly Relevant
- 1 Adequate
- 4 Not very Relevant
- 1 Irrelevant

PLEASE ANSWER THE FOLLOWING QUESTIONS ON THE SURVEY FORM. DO NOT ANSWER ON THE ANSWER SHEET USED FOR THE PRIOR QUESTIONS.

38. Which of the categories below do you think comes closest to fitting the majority of teachers in your school? (Check as many as apply.)

- Friendly with students
- Too strict academically
- Too easy with school work
- Understand student problems
- Not interested in the students
- Willing to help out with student activities
- Too strict in discipline

39. In which of the following areas would you say there are problems of discipline with the students? (Check items which are problems.)

- Stealing (small items of little value)
- Serious stealing (money, cars, etc.)
- Destruction of school property
- Sex offenses
- Impertinence and discourtesy to teachers
- Fighting
- Physical violence against teachers
- Use of profane or obscene language
- Use of narcotics
- Drinking intoxicants

40. Which pieces of equipment have you been shown how to operate?

41. Please make any comments regarding your satisfaction or dissatisfaction with your school system, your school and Project Eight Children here.



## STUDENT SURVEY

This survey is part of a study being carried out to learn of the interest and attitudes of students toward education and Project 8 Children. Try to go through the questions quickly without spending too much time on any single question. Answer the questions in order without skipping.

Feel free to answer the way you feel--no one in your school will ever see your answers. This survey will be used for statistical compilations for the Orleans Parish School Board. No one's answers can be identified nor will any effort be made at identification.

Since this is an attitude and awareness survey and not a test, there are no right and wrong answers. The questions can be answered by a circle on a rating scale like this  
1 2 3 4 5 on the answer sheet. Do not mark your answers in the survey booklet.

Thank you very much for your cooperation and for your interest in developing your school.

%Response

### TO BE FILLED OUT BY THE STUDENT

1. Your sex is:

44	Male
56	Female

2. You are between the ages of

31	13 - 15
50	16 - 17
18	18 - 19
	20 or older

3. Your race is

46	Negro
50	Caucasian
2	Oriental
1	Indian

4. You are presently in

28	9th grade
34	10th grade
38	12th grade

5. You presently attend

29	McMain Junior High School
71	Fortier Senior High School

6. How long have you been at the school that you are presently attending?

42	1 year
13	less than 2 years
43	less than 3 years
2	4 years or more

7. What program are you taking in school?

44	Not yet decided
11	Vocational
3	Commercial
16	General
23	College Preparatory
2	Other

8. If your school attendance was not compulsory and it were completely up to you, would you:

88	Stay in school until graduation?
12	Leave school before graduation?

9. Would you like to attend a school other than this one?

39	Yes
61	No

10. Suppose the circle below represents the activities that go on here at school. How far from the center of things are you?

8	5
17	4
41	3
18	2
16	1
	2
	3
	4
	5

11. Now, in the circle below, indicate where you would like to be.

32	5
24	4
19	3
12	2
13	1
	2
	3
	4
	5

12. Which category comes closest to your feeling about Yourself?

- 4 I don't like myself the way I am. I'd like to change completely.  
 34 There are many things I would like to change, but not completely.  
 62 I'd like to stay very much the same; there is little I would change.

13. Which of the items below fit most of the teachers here at school?

- 34 Friendly  
 18 Too strict academically  
 4 Too easy with school work  
 9 Understand student problems  
 21 Not interested in students  
 5 Willing to help out in activities  
 8 Too strict in discipline

14. Do you agree or disagree that: I am often not able to keep up with the rest of the class.

- 21 Agree  
 78 Disagree

15. There are a few who control things here in this school and the rest of us are left out in the cold.

- 61 Agree  
 39 Disagree

16. I am not doing so well at school.

- 34 Agree  
 66 Disagree

17. I often find myself day-dreaming at school

- 50 Agree  
 50 Disagree

18. Have you talked with your school counselor this year at school?

- 85 Yes  
 15 No

19. Have you found the counseling service to be: (check only the word that best describes your feelings)

- 61 Helpful  
 7 Constructive  
 3 Uninterested in you  
 12 Confusing  
 17 Needed none

20. How much individualized instruction have you received in classes that have given you trouble?

6 A lot  
29 Some  
32 A little  
17 None at all  
14 Needed none

21. Do you feel that the courses here are what you need?

16 Definitely  
50 For the most part  
33 Not really  
Not at all

On Questions 22-24, please feel free to skip any question on which you have no opinion.

Questions 22-24: Have you noticed any change in the following areas over the last 2 years? (Circle the number that best describes your view)

22. New materials: (more books, audio-visual equipment, etc.)

5 Changed completely  
13 Changed a lot  
38 Some difference  
16 Little difference  
23 No difference  
5 No response

23. Courses offered:

3 Changed completely  
7 Changed a lot  
33 Some difference  
18 Little difference  
33 No difference  
7 No response

24. New facilities (library)

5 Changed completely  
7 Changed a lot  
25 Some difference  
22 Little difference  
34 No difference  
7 No response

25. Are you planning to attend college?

72 Yes  
27 No

IF YES, GO TO PAGE FIVE

IF NO, GO TO PAGE SIX

## FOR THOSE PLANNING TO GO TO COLLEGE

26. Check the most important reason why you are going to college: (Check as many as apply.)

35 I have always planned to attend college  
 3 Most of my friends are going to college  
 1 My grades are good  
 40 I need a college education  
 6 My parents have encouraged me  
 2 The schools I have attended have encouraged me  
 0 I think that I can afford it  
 12 I like to study; I want to continue going to school

27. What will you study in college?

9 A liberal arts program  
 7 A science program  
 15 A business program  
 14 Engineering  
 1 Agriculture  
 13 Pre-medicine, pre-dentistry, pre-law  
 20 Education  
 21 Undecided

28.  
 28. How well do you feel your school is preparing you for college? (Circle the rating that you feel indicates your preparation.)

12 Very well  
 31 Well  
 28 Fair  
 17 Not very well  
 12 Not at all

29. How much formal education did your father have?

13 Some grade school  
 8 Finished grade school  
 15 Some high school  
 20 High school graduate  
 10 Some college  
 12 College graduate  
 6 Attended graduate or professional school after college  
 15 Don't know

30. How much formal education did your mother have?

1 Some grade school  
 7 Finished grade school  
 22 Some high school  
 34 High school graduate  
 14 Some college  
 9 College graduate  
 6 Attended graduate or professional school after college  
 6 Don't know

FOR

FOR THOSE NOT PLANNING ON GOING TO COLLEGE

26. Check the most important reason why you are not going to college:

31 I never considered going to college  
 3 Most of my friends are not going to college  
 25 My grades are not good enough  
 13 I do not need a college education  
 0 My parents have not encouraged me  
 0 The schools I have attended have not encouraged me  
 6 I think I cannot afford it  
 22 I do not like to study, so more schooling is not appealing

27. In what skill or trade do you want to become proficient?

38 Clerical  
 0 Construction  
 6 Electrical  
 13 Mechanical  
 3 Services (Sales, Waiters, etc.) or Home Economics  
 28 Fireman, Policeman or other Civil Service  
 6 Undecided

28. How well do you feel your school is preparing you for a trade or skill? (Circle the rating you feel indicates your position)

12 Very well  
 22 Well  
 38 Fair  
 12 Not very well  
 12 Not at all

29. How much formal education did your father have?

12 Some grade school  
 3 Finished grade school  
 12 Some high school  
 38 High school graduate  
 3 College  
 3 College graduate  
 3 Attended graduate or professional school after college  
 25 Don't know

30. How much formal education did your mother have?

6 Some grade school  
 6 Finished grade school  
 25 Some high school  
 31 High school graduate  
 6 Some college  
 6 College graduate  
 9 Attended graduate or professional school after college  
 9 Don't know

## PARENT SURVEY

This survey is part of a study being carried out in selected schools to learn about the involvement and attitudes of parents toward education and Project Eight Children. We think you will find the questions below interesting to answer. Try to go through the questions quickly, without spending too much time on any single question. Answer the questions in order and without skipping.

Feel free to answer exactly the way you feel--no one in your school system or community will ever see your answers. When Finished, place the survey in the self-addressed, stamped envelope and mail it to Ghini and Associates, who will use them for statistical compilations for the Orleans Parish School Board. No one's answers can be identified, nor will any effort be made at identification.

Remember: This is an attitude and awareness survey, and not a test. There are no right or wrong answers. These questions can be answered by a check in a box (like this /x/). Thank you for your cooperation in helping to develop your child's school.

### Percent response

#### 1. In which school is your child enrolled?

23%	Our Lady of Lourdes Elementary
24	Eleanor McMain Junior High
20	Alcee Fortier High
32	Henry W. Allen Elementary
-	Other _____

#### 2. What is your race?

43	Caucasian
51	Negro
1	Oriental
4	Other _____

#### 3. Are you a member of the school's parent-teacher group?

63	Yes
36	No

4. Have you become more involved in your child's school in the last year?  
55% Yes  
43 No
5. Before now, had you heard of Project 8 Children?  
66 Yes  
34 No
6. Do you know of meetings between parents, teachers and principals to discuss school improvement and Project 8 Children?  
55 Yes  
45 No
7. Have you attended any of these meetings?  
34 Yes  
65 No
8. Have you noticed any improvements in the quality of your child's education in the last year?  
62 Yes  
27 No, it has stayed about the same  
10 No, it has become worse
9. Have the school counselors been of help to your child?  
29 Very helpful  
33 Helpful  
13 Didn't really help  
5 Harmed my child  
13 My child has never seen a counselor  
7 Don't know about counseling services
10. How close do you feel the school's teachers are to the community in which you live?  
46 I feel that they belong here and that this is their home community.  
20 I feel that they are quite close to this community but do not consider it to be their home.  
19 I do not feel they are very close to this community.  
13 I feel they are complete strangers in this community.



11. There are many things young people can get from education. Which of the following do you think is most important?

24	The stimulation of new ideas
28	Preparation for making a living
1	School activities and social life
10	Developing respect for institutions and order
36	Preparation for further education

12. Do you think the education your child has received is:

32	Very good
36	Good
21	Average
4	Poor
7	Very poor

13. Do you think more projects similar to Project 8 Children should be sought as Federal grants for the Orleans Parish Schools?

84	Yes
12	No

## APPENDIX B

### Interview Questions

1. How long have you been associated with this school?
2. What do you teach and do you have a teacher aide?
3. In your own words, how would you state the project's general objectives?
4. What would you change if it were possible to initiate the project again?
5. What were the best and worst achievements of the project?
6. What portions of P8C would you like continued in your school?
7. Did significant changes occur in your school since P8C began?
8. Have you noticed an increased use of visual aids by the teachers?
9. Do you feel you had adequate cooperation from the principal to implement some of the changes proposed by P8C?
10. Did you feel that you participated as actively as you wanted to in formulating the goals or direction of this project?
11. If the project has not achieved some of its objectives, what do you think were the causes?
12. What problems resulted from the project and how could they have been avoided?
13. Have you seen any changes in the curricula attributable to P8C?
14. Have your students received increased services?
15. Do you have any other thoughts or suggestions for conducting future projects of this nature?

# APPENDIX C ITEM 1

## IOWA TEST OF BASIC SKILLS Sixth Grade - 1968 - 1969

	ALLEN			ALL ELEMENTARY		
	All	Black	White	All	Black	White
Population	60	16	44	8007	5339	2668
Vocabulary	6.5	6.0	6.6	5.1	5.0	6.6
Reading	6.7	5.8	6.9	5.3	4.7	6.5
Arithmetic Computation	6.6	5.9	6.8	5.5	5.0	6.7
Arithmetic Problems & Concepts	6.3	5.6	6.8	5.6	4.8	6.8

## Sixth Grade - 1969 - 1970

	ALLEN			ALL ELEMENTARY		
	All	Black	White	All	Black	White
Population	52	14	38	7761	5221	2540
Vocabulary	6.6	6.0	6.9	5.2	4.7	6.4
Reading	6.5	5.6	6.9	5.1	4.8	6.3
Arithmetic Computation	5.9	5.0	6.4	5.2	4.7	6.3
Arithmetic Problems & Concepts	6.3	5.0	6.5	5.3	4.8	6.3

## Sixth Grade - 1970 - 1971

	ALLEN			ALL ELEMENTARY		
	All	Black	White	All	Black	White
Population	85	45	40	7676	5278	2398
Vocabulary	6.0	5.4	7.2	5.0	4.7	6.4
Reading	6.1	5.1	6.8	5.0	4.4	6.1
Arithmetic Computation	6.2	5.4	7.1	5.0	4.6	6.0
Arithmetic Problems & Concepts	6.1	5.9	6.9	5.0	4.6	6.1

APPENDIX C ITEM 2  
IOWA TEST OF BASIC SKILLS  
9th grade 1970 - 1971

	McMAIN			ALL JR. HIGH		
	All	Black	White	All	Black	White
Population	305	156	149	5581	3946	1635
Vocabulary	8.0	7.3	8.8	7.1	6.7	8.8
Reading	7.7	6.7	8.5	6.8	6.2	8.6
Arithmetic Concepts	7.8	7.1	8.4	6.5	6.2	8.1
Arithmetic Problem solving	7.2	6.7	8.0	7.2	6.7	8.4

APPENDIX C ITEM 3  
IOWA TEST OF BASIC SKILLS

11th grade 1968 - 1969

	FORTIER			ALL SENIOR HIGH		
	All	Black	White	All	Black	White
Population	437	191	246	5532	3235	2297
English	NA	NA	NA	30	25	50
Mathematics	35	20	45	25	20	40
Vocabulary	40	15	45	25	15	45

11th grade 1969 - 1970

	FORTIER			ALL SENIOR HIGH		
	All	Black	White	All	Black	White
Population	374	181	193	1848	1134	714
English	40	28	55	33	28	55
Mathematics	29	18	53	29	18	53
Vocabulary	44	20	65	33	20	57

# APPENDIX D

TABLE 1

## Drop-outs from Fortier

Year	Grade	White	Black	Total
66-67	10	34	0	34
	11	41	0	41
	12	19	0	19
TOTAL		94	0	94
67-68	10	30	15	45
	11	36	7	43
	12	26	3	29
TOTAL		92	25	117
68-69	10	34	29	63
	11	45	28	73
	12	36	3	39
TOTAL		115	60	175
69-70	"10-11-12"	117	103	220
70-71	"10-11-12"	119	90	209
<u>Enrollment</u>				
70-71	10	260	307	567
	11	239	311	550
	12	283	207	490
TOTAL		783	826	1609

Figures include drop-outs for any reason (Military Service, marriage, transfers outside Orleans Parish or to another state)